com·pe·ten·cies
Categories of knowledge and learning within a discipline that are "ratcheted" up according to degree-level. They are drawn from the template of core concepts, with competency at each degree level described in a brief statement. They describe the levels of learning within the discipline.

(Tuning American Higher Education: The Process, Institute for Evidence-Based Change, 2012)

disciplinary tuning process

learning

response

Student
Learning
Outcome

learning

master

knowledge

learning
knowledge

bachelor

learning
knowledge

associate

learning
knowledge
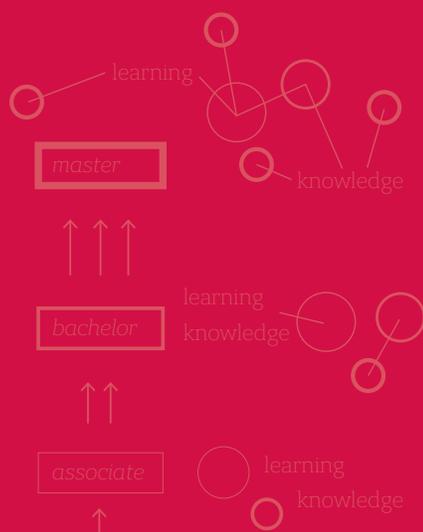
2013 tuning report
MARKETING & PSYCHOLOGY

competencies
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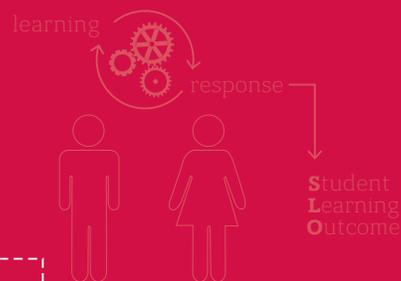
stu·dent learn·ing out·comes
Statements that describe the student response to learning. As part of the requirements of a degree program, they isolate assessable demonstrations of learning that indicate the proficiency with which students have mastered the sets of knowledge and processes that make up a given competency/sub-competency.

(Tuning, 2012)

MHEC

Midwestern Higher Education Compact Cross-State Tuning Initiative **SUPPLEMENT**

About Tuning

In June 2011, the Midwestern Higher Education Compact (MHEC) launched a two-year, cross-state Tuning initiative through a grant from Lumina Foundation. "Tuning" is a process through which faculty members create shared understandings of the knowledge and transferable skills students in specific academic disciplines and professional fields must demonstrate upon completion of their degrees. The MHEC project involved two 15-person faculty teams—one in marketing and one in psychology—comprised of faculty from 2-year public and 4-year public and private non-profit institutions in Illinois, Indiana, and Missouri. This document summarizes the key deliverables of the teams—the competencies and learning outcomes that result from study in the respective disciplines at the associate, bachelor's, and master's degree levels.

The potential benefits of Tuning are many. The process helps to clarify to students, parents, and policymakers what degree holders know, understand, and are able to do. In Tuning, faculty use learning outcomes as critical reference points to encourage diverse teaching methods and delivery models. By creating clear, transparent pathways to degree completion, Tuning facilitates retention. Through consultation with students, recent graduates, other faculty, and employers about learning outcomes, Tuning better prepares graduates for citizenship and the workforce.

In addition to generous support from Lumina Foundation project participants benefited from technical assistance provided by the Institute for Evidence-Based Change and advisement and encouragement from program evaluator Robert Stein. The project was led by Chris Rasmussen with assistance from Ann Grindland and Leah Reinert.

ABOUT MHEC

The Midwestern Higher Education Compact (MHEC) is a non-profit regional organization, established by compact statute, to assist Midwestern states in advancing higher education through interstate cooperation and resource sharing. Member states are: Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin. MHEC seeks to fill its interstate mission through programs that:

- Expand postsecondary opportunity and success;

- Promote innovative approaches to improving institutional and system productivity;

- Improve affordability to students and states; and

- Enhance connectivity between higher education and the workplace.

PSYCHOLOGY OVERVIEW

Psychology is one of the most popular undergraduate majors. While many students initially select the major with the intent to work in a psychology-related field most graduates pursue careers outside the discipline. Such diversity of career paths made it challenging to identify a common core of competencies.

Two additional issues that consumed much of the panel's time concerned two-year vs. four-year programs and competencies for the master's degree. Panel participants shared a significant amount of course information and other curricular material in order to develop a set of competencies that apply equally to a student receiving an associate degree and to a student finishing the first two years of a four-year degree program. An additional challenge related to requirements and competencies for students obtaining terminal associate degrees (such as an A.A.S.) and students completing a "transfer curriculum" (such as an A.A.).

Likewise, some master's programs in psychology are "terminal" and are designed to prepare graduates for professional practice in their specialty area. Many of these programs include a significant amount of required study in the psychology sciences but are housed outside of psychology departments (e.g., social work, counseling, education). In other cases, a master's degree may serve as preparation for further study at the doctoral level. Further, many states are now granting certifications at the master's level to practice psychology on a limited basis. Each state varies in how psychologists are licensed, and many psychology programs have evolved to meet requirements mandated by a particular state. Given the diversity of approaches to the master's degree and the complexity of programs in higher education the panel elected to focus its work at the associate and bachelor's level.

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Competencies, Sub-Competencies & Student Learning Outcomes

1 Psychological Knowledge and Application

Students will acquire knowledge in psychological theories, concepts, research, and historical trends and will be able to apply this knowledge in real-world contexts.

1.1 KNOWLEDGE BASE OF PSYCHOLOGY

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
Define psychology and describe the primary objectives of the field	Explain how social and cultural factors affect the focus and objectives of psychology as a discipline
Explain how psychology is a science and how psychology fits into the "web of science"	Articulate how psychological research reflects scientific principles and the unique features and contributions of psychological research
List and describe major subfields of psychology	Compare and contrast the major subfields of psychology
Identify and describe major theories and key concepts in at least two general explanatory approaches of psychology (i.e., biological bases, developmental, learning and cognition, individual and sociocultural differences)	Recognize, identify and describe major theories and key concepts in the four general explanatory approaches of psychology (i.e., biological bases, developmental, learning and cognition, individual and sociocultural differences)
	Provide a comparison and note the differences of the major theories and research in the four general explanatory approaches of psychology (i.e., biological bases, developmental, learning and cognition, individual and sociocultural differences)
	Identify the strengths and limitations of the four general explanatory approaches of psychology for understanding behavior (i.e. how does the field of psychology utilize and integrate information from multiple levels of analysis
Identify recurring themes or conflicts in psychology (e.g., free will vs. determinism, nature vs. nurture, conscious vs. automatic processing)	Describe recurring themes or conflicts in psychology, and discuss the efficacy of methods that psychologists have used to address them (i.e., the relative importance of genetic endowment and changes imposed by the environment to influence behavior)
Identify the major schools of thought in the history of psychology (e.g., structuralism, behaviorism)	Describe the major schools of thought in the history of psychology (e.g., structuralism, behaviorism)

1.2 INTERDISCIPLINARY UNDERSTANDING

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
Identify the similarities between psychology and other disciplines	Distinguish psychology's assumptions, methods, and focus of study from other disciplines

1.3 APPLICATION OF PSYCHOLOGY

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
Use a psychological theory to explain a specific behavior in a real-world context	Describe and evaluate how two different psychological theories can explain a specific behavior in a real-world context
Identify ways that psychological principles can facilitate personal, social, and organizational change	Apply psychological principles to facilitate positive change in a personal, social, or organizational behavior and write and present the findings of this work to an appropriate audience

2 Scientific Reasoning and Research Skills

Students will be critical consumers and producers of information, applying scientific reasoning, problem solving, and basic psychological research methods to understanding and/or solving social and psychological problems.

2.1 CRITICAL THINKING AND PROBLEM-SOLVING

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
Provide alternative explanations for a psychological issue or phenomenon	Identify theory-driven or empirically based alternative explanations for psychological phenomena
Identify characteristics of information sources, such as accuracy, quality, and potential bias	Analyze the quality and credibility of psychological information sources in terms of accuracy, quality, and potential bias
Take and defend a controversial position using supportive evidence	Defend a position about a psychological issue using supporting scholarly literature and research and identify the limitations of one's position
Identify examples of flaws in reasoning, (e.g., overgeneralizations, overreliance on anecdotal support)	Construct well-reasoned arguments that avoid overgeneralizations, overreliance on anecdotal support, and flaws in logic
Use a logical approach in organizing ideas	Use a logical approach in organizing ideas about a psychological phenomenon
Identify the major steps of a problem solving approach to finding solutions	Apply problem solving strategies to develop solutions to a real-world problem by developing strategies to deal with real-world issues, e.g. how to help individuals recycle
Generate innovative solutions to a hypothetical problem	Generate innovative solutions to a personal, social, organizational, or community problem and compare the feasibility of different solutions
Describe the importance of objectivity, open-mindedness, and appropriate skepticism in drawing conclusions from research	Demonstrate objectivity, open-mindedness, and appropriate skepticism in drawing conclusions from research by identifying the strengths, weakness and limitations of published articles

2.2 RESEARCH DESIGNS AND METHODS

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
Describe the basic characteristics of the scientific method	Articulate how scientific principles are used in psychological research
Identify and retrieve a journal article relevant to a psychological issue	Identify and retrieve a body of scholarly literature relevant to a psychological topic by providing an appropriate bibliography for a psychological question of interest
Identify and summarize, literature on a psychological topic	Develop an outline that provides a critiqued and integrated literature on a psychological topic
Identify and define the major sections of a peer reviewed scientific journal article	Analyze the purpose and connections between the major sections of a peer reviewed psychological journal article
Define research hypothesis and identify examples	Develop a testable research hypothesis based on theory or prior research
Identify major research designs used in psychological research	Critique research designs used in published empirical studies
Explain the difference between correlation and causation	Explain the major strengths and limitations of non-experimental and experimental designs used in psychological research
Define and identify independent and dependent variables	Identify the conceptual and operational independent and dependent variable(s) from an empirical study
Design a basic empirical study to test a research hypothesis	Conduct an empirical psychological study selecting appropriate research design, methods, and measures to test a specific hypothesis or address a research question
Apply ethical standards and practices of the discipline in designing research	Apply ethical standards and practices of the discipline in conducting research

2.3 ANALYTIC SKILLS

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
Define descriptive and inferential statistics	Appropriately select descriptive and inferential statistical analyses for psychological research
Identify descriptive and inferential statistics from research in a scientific journal	Interpret descriptive and inferential statistics from research in a scientific journal
Plan how to statistically analyze quantitative data in relation to a testable hypothesis	Select the appropriate statistical method to analyze quantitative data in relation to a testable hypothesis
Interpret statistical graphs and charts	Construct tables and graphs to effectively display statistical results for a paper or poster presentation

3 Values

Students will hold professional and personal values consistent with the discipline, recognizing the importance of human diversity and sociocultural context.

3.1 PERSONAL VALUES

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
List and describe values that individuals may hold	Clarify and articulate a personal value system as a framework for ethical decision-making and behavior

3.2 DISCIPLINE VALUES

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
Describe codes of ethics (e.g., American Psychological Association's Code of Ethics)	Describe and justify the importance of codes of ethics (e.g., American Psychological Association's Code of Ethics) for a discipline, profession, and society as a whole
Identify and maintain American Psychological Association's ethical principles in the application of psychological knowledge (e.g., when providing human services, conducting research)	Evaluate the scope and utility of the American Psychological Association's Code of Ethics for issues in psychological practice and research by providing a list of relevant ethical issues and identifying appropriate resolution for these issues
Demonstrate academic integrity and explain its role in one's own life and profession, in the discipline of psychology, and for society as a whole	Integrate academic integrity with a personal value system by identifying potential issues related to approaching concerns related to academic integrity
Identify ethical and responsible use of information and technology, including citing sources, recognizing and avoiding plagiarism, and avoiding distortion of results or conclusions	Demonstrate ethical and responsible use of information and technology, including citing sources, recognizing and avoiding plagiarism, and avoiding distortion of results or conclusions
Identify and explain the core values of science and the scientific process (e.g., curiosity, skepticism, tolerance of ambiguity)	Apply the values of science when evaluating research reported in psychological literature, other sources of information, and media
	Apply the values of science when conducting research

3.3 SOCIOCULTURAL VALUES

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
Describe the value of human diversity for individuals and society	Discuss how psychological explanations may vary across populations and sociocultural contexts
	Exhibit sensitivity to issues of power, privilege, discrimination, and sociocultural context when working with or for others, and when conducting research by successfully working in group situations as both a member or leader of the group
Describe how the study of psychology can be applied to civic, social and global responsibilities	Create a personal plan for engagement with respect to civic, social, and global responsibilities

4 Communication and Interpersonal Skills

Students will be able to communicate and interact effectively with members of diverse groups in various contexts.

4.1 READING/WRITING

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
Read a published article or chapter and summarize its content	Read a peer-reviewed psychology article and accurately summarize its content
Write a clear, well-organized paper for a targeted audience, with appropriate vocabulary; correct grammar, spelling, and punctuation; and proper citation	Write papers targeted to at least two different audiences (e.g., general public, professional community)
Use American Psychological Association's Style® in written work	Critique and edit the use of American Psychological Association's Style® in others' written work

4.2 LISTENING/SPEAKING

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
Identify and employ active listening techniques, including summarizing, paraphrasing, and questioning in group interactions. Can be rated by instructor or other students	Employ active listening techniques, including summarizing, paraphrasing, and questioning in individual and group settings
	Conduct effective interviewing (e.g., asking appropriate questions)
Make a clear, well-organized presentation about a psychological topic, summarizing and evaluating content from more than one source	Make an audience-appropriate presentation of scholarly information about a psychological topic, to a diverse group

4.3 SOCIAL SENSITIVITY

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
Recognize nonverbal behavior and evaluate its meaning in a communication context	Evaluate and monitor the effects of nonverbal behavior on others
Describe the importance of recognizing and displaying sensitivity to the emotional states of others	Demonstrate the ability to accurately recognize and display sensitivity to the emotional states of others. Can be rated by instructor or student feedback
Identify the likely consequences resulting from the use of different self- presentation strategies in a variety of social situations	Demonstrate the ability to modulate and monitor context appropriate self- presentation strategies in order to meet desired goals

4.4 SOCIAL INFLUENCE

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
Identify the potential impact one's behavior has on others	Use psychological concepts and theory to understand and modify interactions with others (e.g., persuasion, resisting coercion, power dynamics, mediating conflicts)
Model civil discourse in discussions of conflicting viewpoints	Facilitate civil discourse in discussions of conflicting viewpoints
Collaborate effectively as a member of a team	Apply psychological principles in team collaboration
	Integrate multiple perspectives when working in a team setting
	Apply team outcomes appropriate to personal or work settings
	Build and lead team efforts
Demonstrate sensitivity to sociocultural differences when interacting with other	Examine how sociocultural factors influence interpersonal communication

5 Professional and Career Development

Students will be competent in the use of information and technology, and will develop personal and career goals.

5.1 INFORMATION AND TECHNOLOGICAL SKILLS

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
Demonstrate basic computer skills including word processing, email, web searching, and internet privacy and security safeguards	Construct a presentation that applies Apply technological skills to analyze and present data using appropriate analysis and presentation software
Locate and select appropriate sources of information from relevant computerized databases and the internet	Conduct a comprehensive literature search using relevant computerized databases and internet
Use presentation software to support a presentation	Use presentation software to support an oral or poster presentation of a research project

5.2 CAREER DEVELOPMENT

2-YEAR / A.A. DEGREE	B.A. / B.S. DEGREE
Set short and long term personal and professional goals based on student's current knowledge of the field	Apply psychological principles in setting short and long term personal and professional based on extended knowledge of the field of psychology
Identify personal characteristics of successful students and employees (e.g., time management skills, organization, initiative, integrity, motivation, flexibility, appropriate risk-taking, perseverance, self -regulation). In mock-interview situation	Demonstrate personal characteristics of successful students and employees (e.g., time management skills, organization, initiative, integrity, motivation, flexibility, appropriate risk-taking, perseverance, self-regulation)
	Describe one's professional skills to various audiences, including employers and/or graduate programs
	Demonstrate project management skills (e.g., integrate contributions taken from multiple team members, establish step-by-step plans for meeting goals, move projects forward to completion, meet deadlines)
Display realistic self-assessment in evaluating one's own personal characteristics with regard to personal goals	Demonstrate the ability to reflect upon and describe personal progress on the development of personal characteristics in order to achieve personal goals
Discuss how psychological knowledge can be applied to service learning, volunteer service, and/or work settings	Apply psychological knowledge to internship, service-learning, co-curricular activities, volunteer service and/or work setting
	Describe how knowledge related to the scientific method and statistical analysis can be applied to a variety of employment settings
Identify career options in psychology and describe associated requirements and qualifications	Identify career and/or advanced educational options and describe associated requirements and qualifications
Prepare a resume and application materials for academic or employment opportunities	Prepare a resume, personal statement, and application material for academic or employment opportunities
Demonstrate appropriate self-disclosure in educational settings. Describe the importance of protecting the privacy of others	Demonstrate appropriate self-disclosure in various settings (e.g., social networks, internet, interviews, personal statements)
	Demonstrate the ability to protect the privacy of others (e.g., coworkers, students, clients, research participants) by completing an Institutional Review Board Course
Demonstrate behavior appropriate to different professional and personal settings (e.g., dress, use of formal titles)	Provide feedback to a peer on appropriate professional behavior and demeanor in different professional settings (e.g., addressing a professor or supervisor, giving a formal presentation)

MARKETING OVERVIEW

Student knowledge of marketing concepts and her/his ability to apply these concepts builds by taking new and increasingly more challenging marketing courses. In introductory or survey marketing courses, a student may develop an understanding of basic marketing concepts. As the student takes additional courses, she/he will have the opportunity to apply concepts to basic and increasingly more complex scenarios. The following system was created to understand what a student should know and be able to do after completing marketing degrees at different levels. The competencies and outcomes achieved by marketing students at various points in their post-secondary studies are reflected in the following format:

Marketing Competency

Categories of knowledge and learning within a discipline that are "ratcheted" up according to degree-level. They are drawn from the template of core concepts, with competency at each degree level described in a brief statement. They describe the levels of learning within the discipline. (Tuning American Higher Education: The Process, Institute for Evidence-Based Change, 2012)

SUB-COMPETENCY

Categories within overall major marketing competencies.

A.A.S. or Certificate
A.A. / A.S. or 1st 2yrs. College / University
B.A. / B.S.
M.S. / M.B.A.

** *A relatively simple marketing scenario is one generally limited to a single marketing environment, target market, or marketing mix with a basic marketing metric.*
A relatively complex marketing scenario is one involving multiple marketing environments, target markets, and marketing mixes with complex marketing metrics.

Outcome: Statements that describe the student response to learning. As part of the requirements of a degree program, they isolate assessable demonstrations of learning that indicate the proficiency with which students have mastered the sets of knowledge and processes that make up a given competency/ sub-competency. (Tuning, 2012)

R = Recognize Student recognizes the concept but has not applied it.	**B = Basic** Student has applied concept to a relatively simple** marketing scenario.
C = Complex Student has applied concept to a relatively complex** marketing scenario.	**I = Integrative** Student has applied concept to a marketing scenario and understands its implications across business functions.
U = Unknown or N/A Concept is not assessed in curriculum.	

MARKETING COMPETENCY DEFINITIONS AND LEARNING OUTCOMES. ADAPTED FROM OTHER SOURCES.

AAC&U Employers Seek More College-Educated Workers With Higher Levels of Learning and Broader Sets of Skills, New Survey Reveals http://www.aacu.org/press_room/press_releases/2010/employersurvey.cfm

AAC&U What is a 21st Century Liberal Education? http://www.aacu.org/leap/what_is_liberal_education.cfm

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Center for Media Literacy, http://www.medialit.org/media-literacy-definition-and-more

Common Core State Standards Initiative – Implementing the Common Core State Standards - doe.sd.gov › Office of Learning and Instruction

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Florida Gulf Coast University - http://www.fgcu.edu/Catalog/learninggoals.asp

George Mason University - https://assessment.gmu.edu/Genedassessment/outcomes.cfm

Heartland Community College - http://www.heartland.edu/committees/assessment/genedoutcomes.html

Johnson County Community College - http://www.jccc.edu/faculty-development/outcomes-assessment/learning-outcomes.html

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Major Characteristics of a Strategic Thinker http://www.evancarmichael.com/Business-Coach/223/Major-Characteristics-of-A-Strategic-Thinker-According-To-Your-Strategic-Thinking-Coach.html

Partnership for 21st Century Skills - www.p21.org/storage/documents/P21_Framework

Sinclair Community College - http://www.sinclair.edu/about/learning/assessment/assessscc/loam/

Singapore Management University, School of Information Systems http://www.sis.smu.edu.sg/programme/learning_outcomes.asp#8

Stanford University - https://wasc.stanford.edu/standard2

Texas A&M University - http://sllo.tamu.edu/

Thomas Ehrlich, ed. Civic Responsibility and Higher Education. Oryx Press. Adopted by the American Democracy Project.

Valencia College - http://valenciacollege.edu/instassess/loa/outcomes_GenEd.cfm

University of Idaho - http://www.webs.uidaho.edu/info_literacy/

University of Illinois library, Defining literacy in the 21st Century digitalliteracy.us

What Do Employers Really Want? Top Skills and Values Employers Seek from Job-Seekers Quintessential Careers - http://www.quintcareers.com/job_skills_values.html

Competencies, Sub-Competencies & Student Learning Outcomes

1 Personal Branding

Differentiating and packaging unique talents, strengths and character that provide value to others.

1.1 ETHICS

Abiding by accepted principles of right and wrong that govern the conduct of society.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Identify one's personal values and demonstrate an understanding of how values are shaped by social, cultural, and other personal contexts.	B	B	C	I
Examine one's personal values and ethics in relation to the values and ethics held by other individuals and groups.	B	B	C	I
Discuss the moral or ethical issues present in a case study.	B	B	C	I
Propose solutions to ethical problems.	B	B	C	I
Analyze situations involving ethical/moral questions, based in logical and ethical/moral reasoning.	B	B	C	I
Propose ethical standards and codes of conduct where ethical practice may appear to conflict with financial and strategic objectives.	B	B	C	I
Examine ethical issues from multiple points of view recognizing the complexities and intersections of real world problems.	B	B	C	I

1.2 CIVIC ENGAGEMENT

Working to make a difference in the civic life of his/her communities and developing the combination of knowledge, skills, values and motivation to make that difference.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Analyze personal carbon footprint considering how one's respect for the environment affects others.	B	B	C	I
Analyze how ecosystems are interrelated considering the impact of organizations on people and the natural environment.	B	B	C	I
Consider issues of social justice.	B	B	C	I
Examine important local, national, and global social issues.	B	B	C	I
Apply the concept of social responsibility to various scenarios.	B	B	C	I
Evaluate advocacy activities to effect social change.	B	B	C	I
Integrate academic work with community social issues engaging in civic activities.	B	B	C	I

1.3 TEAMWORK

Appreciating the various roles of team membership and performing his/her role in an effective and supportive manner.	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Explain why teams are important for accomplishing tasks.	B	B	C	I
Analyze work group or team effectiveness.	B	B	C	I
Analyze team member roles developing innovative solutions to personal and team challenges.	B	B	C	I
Collaborate harmoniously with people from similar and diverse backgrounds.	B	B	C	I
Utilize synchronous and asynchronous online tools to effectively complete a project or task.	B	B	C	I
Propose techniques for improving group decision making.	B	B	C	I
Develop skills for coping with stressful team situations.	B	B	C	I
Develop relationships with others to pose and solve problems collaboratively and cross-culturally.	B	B	C	I
Develop, execute, and evaluate a Team Project.	B	B	C	I

1.4 LEADERSHIP

Mobilizing, motivating, and coaching others to achieve goals.	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Analyze skills necessary for effective leadership.	R	B	C	I
Compare a variety of leadership theories.	R	B	C	I
Promote the expression of diverse opinions and perspectives.	R	B	C	I
Adjust one's leadership style appropriate to the situation.	R	B	C	I
Inspire and motivate others to achieve team goals.	R	B	C	I
Work effectively across diverse philosophies, cultures, and challenges in a global society.	R	B	C	I
Lead a team to complete a community service project.	R	B	C	I

1.5 ORAL COMMUNICATION

Using oral communication to increase knowledge, foster understanding, and/or promote change in the listeners' attitudes, values, beliefs, or behaviors.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Create oral presentations using clear, concise, colorful, creative and culturally sensitive language.	B	B	C	I
Evaluate the oral communication skills of oneself and others and provide constructive feedback.	B	B	C	I
Demonstrate active listening skills and effective nonverbal communication.	B	B	C	I
Deliver presentations that demonstrate command of vocabulary and language appropriate to the content and audience.	B	B	C	I
Use technology to enhance messages and create greater depth of information, knowledge and feeling in an oral presentation.	B	B	C	I
Construct and deliver well-organized, logical, and informative oral presentations that demonstrate analytical skills.	B	B	C	I
Prepare a persuasive speech using credibility, logical arguments, and psychological appeals.	B	B	C	I
Facilitate group discussions by listening sensitively, expressing understanding of others' viewpoints, maintaining group inclusiveness that result in productive outcomes.	B	B	C	I

1.6 WRITTEN COMMUNICATION

Expressing ideas in writing, working in many genres and styles, and utilizing many different writing technologies, texts, data, and images.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Construct written, organized, unified, coherent research-based papers and essays that include a clear thesis and strong supporting material.	B	B	C	I
Produce writing that demonstrates proficiency in standard edited American English, including correct grammar/syntax, sentence structure, word choice, and punctuation.	B	B	C	I
Use the American Psychological Association (APA) citation style or other identified styles appropriately.	B	B	C	I
Evaluate theory and critique research within one's discipline.	B	B	C	I
Produce writing that employs the organizational techniques, formats, and styles (print and/ or digital) expected in the marketing discipline and/or marketing workplace.	B	B	C	I

1.7 CRITICAL THINKING

Using in-depth analysis of evidence to form opinions and make decisions.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Analyze information based upon objectively established criteria.	B	B	C	I
Determine meaning from conflicting information.	B	B	C	I
Conclude the reasonableness of research results.	B	B	C	I
Extract useful information, make supportable inferences, and draw appropriate conclusions from historical evidence.	B	B	C	I
Critical evaluate new ideas—including both incremental and radical concepts—and identify the strengths and weaknesses of new ideas in relation to existing practice.	B	B	C	I
Formulate testable hypotheses and design approaches to obtain data to answer questions or solve problems.	B	B	C	I
Develop, integrate, and evaluate ideas—both in writing and orally—across a range of contexts and cultures.	B	B	C	I
Generate new ideas, questions or directions for further inquiry by evaluating the implications and consequences of research conclusions.	B	B	C	I

1.8 INFORMATION LITERACY

Identifying the best sources of information for a given need, locating the sources, evaluating them critically, and sharing the information.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Comply with institutional policies on access to information resources.	B	B	C	I
Determine information needed.	B	B	C	I
Distinguish between scholarly sources and other sources.	B	B	C	I
Evaluate information and sources critically by distinguishing between facts and opinions, identifying generalizations, evaluating viewpoints, understanding theories and hypotheses, weighing data and evidence, and being alert to bias.	B	B	C	I
Prepare an oral presentation with resources utilizing specialized web tools: portals, directories, specialty search engines and the Deep Web to access information.	B	B	C	I
Manage, analyze and synthesize multiple streams of simultaneous information as part of an oral presentation.	B	B	C	I

MEDIA LITERACY

Accessing, analyzing, evaluating, creating, and participating in messages in a variety of forms – from print to digital.	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Demonstrate strategies used by media to inform, persuade, entertain, and transmit culture.	B	B	C	I
Analyze one's own media habits and usage.	B	B	C	I
Debate the benefits and dangers of using Social Media.	B	B	C	I
Differentiate between Traditional Media and New Media.	B	B	C	I
Analyze media messages, practices, processes, institutions, and influence.	B	B	C	I
Evaluate motive, point of view, biases and stereotypes, accuracy, continuity and currency of media messages.	B	B	C	I
Design media messages in multiple formats, using visuals as well as text.	B	B	C	I

2 Market Sensing

Collecting and analyzing data about a firm's or brand's external factors including competitive set and economic, technological, cultural, social, demographic, legal, political, international, and ecological factors as well as internally focused factors including market share, customer needs, and similar relevant data as shaped by industry.

2.1 ENVIRONMENTAL ANALYSIS

Evaluating what a firm does well/poorly within the context of the opportunities/threats present in the marketing environment and quantifying financial results of previous marketing actions.	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Analyze competitors and the competitive environment by industry.	B	R	C	I
Analyze economic considerations by industry.	B	R	C	I
Analyze technological factors affecting the industry.	B	R	B	C
Analyze cultural, social, demographic variables affecting the industry.	B	R	C	I
Analyze legal and political variables affecting the industry.	B	R	B	C
Analyze natural environmental factors affecting the industry.	B	R	B	C
Evaluate market strategies in the context of interconnected countries, cultures, and economies.	R	R	B	I

RESEARCH & CONSUMER BEHAVIOR

Understanding, implementing, and forming decisions from consumer inquiry. Evaluating markets of current and potential buyers for a given situation, describing the need(s) buyers satisfy through product use, how buyers make purchases, and what factors influence the buying decision.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Describe a market researcher's role in managerial decision making.	B	R	C	C
Identify evaluative criteria for a given product or service.	B	U	I	I
Identify sources of information relevant to a given product or service.	B	U	C	I
Explain situational, psychological, and sociocultural influences on the purchase decision process for a given product or service.	B	U	C	I
Diagram the purchase decision process and problem solving method for a given product or service.	B	U	B	C
Develop and implement a marketing research plan through data collection and conversion of data to information using quantitative analysis.	B	B	I	I
Make marketing decisions that utilize marketing research information and that demonstrate an understanding of the nature of marketing research and of the marketing environment.	R	R	C	I
Design a marketing research process to evaluate markets of current and potential buyers for a given situation; the design should describe a) the needs buyers satisfy through product use; b) how buyers make purchases; and c) what factors influence the buying decision.	B	R	I	I

3 Market Interpretation

Revealing meaning and relationships among and between consumers, the organization, and products in the market in order to facilitate brand value creation.

SEGMENTATION

Dividing a market into groups of consumers who are homogeneous within and heterogeneous between, on important attributes to the product category.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Define segmentation and segmentation variables.	B	R	B	B
Identify the criteria for successful business and consumer market segmentation.	R	U	B	I
Explain how to evaluate market segments.	B	R	C	I
Identify the criteria for successful consumer market segmentation.	B	R	C	I
Profile market segments using appropriate segmentation strategies (e.g., demographically, geographically, psychographically, and by buying situations).	B	R	C	I
Choose and collect segmentation data in order to recommend a market structure.	R	U	B	C
Segment a market using appropriate quantitative tools.	U	U	B	C
Differentiate the segmentation task between consumer and organizational markets.	B	R	C	I
Assess appropriate segmentation strategies to achieve organizational efficiency and profitability.	R	U	B	I
Compare and contrast segmentation strategies (e.g., demographically, geographically, psychographically, and by buying situations, etc.).	R	U	B	C

3.2 TARGETING

Selecting a market segment on which to focus and compete.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Define targeting.	B	B	C	C
Identify the steps for the selection of target markets.	B	R	C	C
Identify the benefits of targeting.	B	R	C	I
Describe the criteria upon which the targeted segment will be chosen.	B	R	C	I
Evaluate segments based upon market attractiveness (e.g., size, growth potential, competitive position, cost, and organizational match).	B	U	C	I
Evaluate strategies for selecting target markets (e.g., concentrated, differentiated, undifferentiated, and micromarketing, etc.).	U	U	B	C
Select a target market.	R	U	C	I

3.3 POSITIONING

Designing a marketing mix for a product that creates a distinct and focused image in the targeted consumer's mind.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Define key elements on which competitors in the product category are evaluated.	B	U	B	C
Define positioning.	B	R	C	I
Define various positioning strategies (e.g., value, quality, service, price, etc.).	R	U	B	I
Analyze a perceptual map to determine a positioning opportunity.	U	U	B	B
Create a perceptual map profiling key brands in the product category.	B	U	B	C
Evaluate the relative attractiveness of various positioning strategies.	U	U	B	C

3.4 MARKETING STRATEGY

Identifying attractive opportunities and developing appropriate marketing plans to achieve organizational objectives.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Identify the organizational mission.	B	B	B	B
Describe the components of a situation analysis.	R	U	B	C
Describe how customers, the company, competitors, corporate partners and the physical environment affect marketing strategy.	R	R	B	I
Formulate appropriate marketing objectives based on company goals (e.g., profit, sales, market share).	B	U	B	I
Develop an appropriate mission statement.	R	R	B	C
Perform a situation analysis.	R	U	B	C
Analyze the portfolio of products offered by an organization based upon market share and growth potential.	R	U	B	I
Compare the potential in current and new markets and products as a method of achieving organizational goals.	R	U	B	I
Assess the financial impact of a marketing strategy.	R	U	B	I

4 Market Value Creation

Adding value to the firm's product or service offering by developing marketing mix strategies that reflect the needs and characteristics desired by each of the selected target markets that are identified in the market sensing and market interpretation processes.

4.1 PRODUCT MANAGEMENT

DIFFERENTIATION, BRANDING, AND POSITIONING. *Adding value by matching design features to customer needs, developing a relevant brand and building brand equity through effective positioning of the product or service for a specific target market.*

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Distinguish between products and services.	B	R	C	C
Define differentiation.	B	R	C	C
Identify types of products and services.	B	R	B	C
Explain how different types of products (business-to-business, convenience, shopping and specialty, unsought) require different marketing strategies to create value.	R	U	C	I
Discuss the four characteristics that affect the marketing of services.	R	U	C	C
Discuss the different strategies companies may use to differentiate and position their products and services in the marketplace.	B	U	C	C
Describe the stages of the Product Life Cycle and how marketing strategies should vary over the product life cycle.	B	R	C	C
Identify a company's branding decisions.	B	R	C	C
Discuss product line influences on product strategy.	B	U	C	I
Analyze how consumers make product attribute trade-offs based upon key elements in the category.	R	U	B	C
Explain how the perceptual map can be used to inform future marketing strategy.	R	U	B	C
Analyze how a particular brand builds brand equity and how it creates value for the firm and the customer.	R	U	B	C
Conduct a brand audit.	R	U	B	C
Develop a positioning statement for a specific product or service.	R	U	B	C
Evaluate a particular company's product strategy.	B	U	C	I

4.2   PRICE STRATEGY

Understanding the interplay between a product or service, cost, demand, customer perceived value, and competitors' prices to determine a pricing strategy that reflects the product's value and meets the firm's pricing objectives.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Define price.	B	R	B	C
Describe the major pricing strategies for new and established products.	B	R	C	C
Describe the concept of dynamic pricing.	R	U	B	C
Identify alternative payment types based on a customer's ability to pay (e.g., barter, countertrade, offset).	U	U	B	C
Discuss the role of price in the value creation process.	B	R	C	C
Describe how customer-value perceptions, company costs and competitive pricing strategies affect pricing decisions.	R	U	C	C
Apply economic principles to determine appropriate price levels across the product life cycle.	R	U	I	I
Calculate price elasticity for a group of products.	R	U	I	I
Solve mark-up, break-even point and target profit pricing problems.	R	U	I	I
Evaluate a particular company's pricing strategy.	R	U	B	I

4.3   SUPPLY CHAIN MANAGEMENT

Adding value throughout the supply chain by efficiently managing upstream and downstream flows of inputs, final products or services and related information among suppliers, the company, resellers, and end users.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Distinguish between a company's supply chain and its marketing channel.	B	R	B	C
Explain how channel members coordinate activities and resolve conflict within the channel.	R	U	B	C
Describe the role of marketing logistics, wholesalers, and retailers in the creation and delivery of value.	B	R	B	C
Describe the influence of the Internet and other technology on marketing channels and on the delivery of customer value.	B	R	B	C
Connect channel intensity decisions to the type of product and the stage in the Product Life Cycle.	B	U	C	C
Evaluate a particular company's supply chain management strategies.	U	U	I	I

INTEGRATED MARKETING COMMUNICATIONS (IMC)

Selecting and strategically using appropriate integrated marketing communication tools (or components) to create one consistent message across multiple channels to ensure maximum impact on the firm's current and potential customers based on the firm's communication objectives.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Identify promotion mix tools.	B	R	C	C
Describe how promotion mix tools can be used to communicate value throughout the product life cycle.	B	U	C	C
Define IMC.	B	R	C	C
Describe and provide examples of changes in marketing communication strategies as a result of technological change (Internet, social media, etc.).	B	R	B	C
Create an annotated list of the major decisions needed to develop a successful integrated marketing communication campaign (e.g., budgets, objectives, channel impact, etc.).	R	U	B	C
Develop an integrated marketing communication campaign.	R	U	B	C

5

Market Analytics, Feedback, and Control

Recognizing the correlation between marketing metrics and customer relationship management and understanding the importance of both in providing feedback that identifies gaps in meeting the goals of previous process steps such as market sensing, market interpretation, and market value creation.

5.1 MARKETING METRICS & ANALYTICS

Understanding the critical marketing metrics that enable an organization to quantify its performance and determine the effectiveness of an organization's marketing program.

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Identify and explain the need for information and marketing metrics in a particular organizational or client context.	B	R	C	I
Outline the process for selecting marketing metrics.	R	U	B	C
Select appropriate marketing measures and outcomes.	B	U	C	I
Analyze marketing metric results, identify gaps, and develop plans to close the gaps.	U	U	C	I
Analyze the customer-performance and stakeholder-based dashboards.*	R	U	C	I
Analyze information from other applications, ERP, industry databases.	R	U	I	I
Develop a logistic model to predict the likelihood of customer conversion.	U	U	C	I

* *The marketing dashboard is comprised of a customer-performance scoreboard and a stakeholder-performance scoreboard consisting of the following metrics:*

1. *Customer metrics tracks buyer progression through a "hierarchy of effects" model (e.g., retention rate, customer lifetime value, average acquisition costs).*

2. *Unit metrics reflects what is sold by product line and/or geography and the overall efficiency of the marketing program (e.g., break-even analysis, selling prices and channel margins, marketing spending).*

3. *Cash-flow metrics focuses on a program ROI model which measures the immediate import or net-present-value of profits from a given investment [e.g., payback, return on investment, return on marketing investment (ROMI)].*

4. *Brand metrics tracks the development of the longer-term impact of marketing through brand equity measures (e.g., penetration, trial, brand equity matrix, cannibalization rate, conjoint analysis).*

5.2 CUSTOMER RELATIONSHIP MANAGEMENT (CRM)

Understanding the purpose of CRM and the potential CRM strategies organizations may employ, and how CRM is an enabler to achieving the organization's strategic goals and facilitating the evolution of the relationship with the customer

	A.A.S. or Certificate	A.A. / A.S. or 1st 2yrs. College/ University	B.A. / B.S.	M.S. / M.B.A.
Define and provide examples of the concepts of value proposition, customer value, satisfaction, and loyalty	B	R	B	C
Define and explain various applications of CRM.	B	U	C	I
Describe the benefits and costs of CRM.	R	U	C	I
List tools and applications that support CRM.	U	U	B	B
Formulate a CRM strategy.	U	U	C	I
Develop a customer satisfaction survey to identify the factors that shape customer satisfaction for a product or service.	R	U	C	I
Conduct a customer value analysis to reveal a company's strengths and weaknesses relative to those of various competitors.	B	U	I	I
Plan a CRM system that aims to strengthen the bond with customers by individualizing and personalizing relationships.	R	U	I	I
Design and manage a customer profitability system, which estimates all revenues coming from customer groups, less all costs.	U	U	B	C
Apply the customer-lifetime value model to product line and target marketing decisions.	U	U	B	C
Formulate strategies to increase the value of the customer base by reducing the rate of defections and/or increasing the longevity of the customer relationship.	U	U	B	C
Use data mining to extract useful information about individual, trends, and segments from business databases.	U	U	B	C