**PAC Form Item #3: Mapping**

**• New Course: Map course to its program(s).**

**• Existing Course: If SLOs have changed, complete worksheet(s).**

**Instructions:**

* On the worksheet, identify the course.
* Review the Degree Learning Outcomes on the worksheet for the Marketing (PSSM Specialization) major. The DLOs are listed in the rows of the worksheet.
* If a given DLO is a primary focus of the course, indicate this by placing an “X” in the Primary Focus column.
  + Note: *A topic that is part of a course is not necessarily the primary focus of the course. For example, “Identify and explain the various steps of the personal selling process” may be a primary focus of MKT 377 (Selling Strategy & Practices). This same topic may be covered in a course such as MGT 370 (Intro to Marketing) but is not a primary focus of that course.*
* Consider whether some part of the course **Introduces**, **Reinforces**, and or **Applies** the goal/SLO being considered. If it applies, further consider whether the application takes place at the individual student level or in a group. Place an **“I”,** an **“R”,** an **“AI”** and/or an **“AG”** in the boxthat corresponds to the goal or SLO.
  + *Please use the following definitions:*
    - *Introduces:* ***(I)*** *A new concept, likely a student’s first exposure*
    - *Reinforces:* ***(R)*** *Furthering explanation and/or understanding of a previously introduced concept.*
    - *Applies (Individually):* ***(AI)*** *Requires “hands-on” activity of some type that is evaluated at an individual student level.*
    - *Applies (In a Group):* ***(AG)*** *Requires “hands-on” activity of some type that is completed by a group of students working together and is evaluated at the group level.*
  + *It is okay to place multiple letters in one box if the course does more than one thing. It is also okay to leave the box blank if the course does not relate to the goal/SLO. Please think concretely about the course’s SLOs, specific lectures and activities such as assignments, exercises, and exams. It is less helpful to draw a general conclusion that “everything I do in my class contributes to critical thinking [for example]” than to think in terms of a specific assignment that requires students in the class to demonstrate critical thinking skills and is evaluated based on the level of those skills demonstrated. It is* ***not*** *expected that a single course will contribute to all learning goals/SLOs nor cover all levels (introducing, reinforcing, applying). Remember that each course is one piece of a broader program. Programmatic learning goals/SLOs are accomplished by the introduction, reinforcement, and application of material over the range of courses in the program. It isn’t all expected to happen in one course!)*

**Marketing (Professional Selling & Sales Management) Worksheet**

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| --- | --- | --- |
| **Course:** |  | |
| **Marketing (PSSM Specialization) Degree Learning Outcomes** | **Primary**  **Focus?** | **I, R, AI, AG?** |
| Define and apply knowledge of key concepts such as the marketing concept, segmentation, targeting, positioning, branding, buyer behavior in both consumer and industrial markets, global marketing applications, the role of the product/service planning, pricing, distribution, and IMC in the marketing process, & the importance of developing a market orientation in the organization to business situations. |  |  |
| Identify how marketing decisions are influenced by various forces in the business environment as well as significant trends affecting marketing practices. |  |  |
| Explain how to design and execute marketing research studies using qualitative and quantitative approaches. |  |  |
| Evaluate marketing research studies. |  |  |
| Use industry-standard marketing research statistical software such as SPSS for data analysis and interpretation of marketing research results. |  |  |
| Describe the psychology of how buyers learn, feel, reason, and make decisions that are influenced by their context and processing strategies. |  |  |
| Outline the processes that buyers employ to learn about, select, use, and dispose of products and describe the impact these processes have on the individual, firm, and environment. |  |  |
| Recommend ways in which marketers can adapt and improve their marketing campaigns and strategies to more effectively identify, reach, and communicate with their target markets. |  |  |
| Explain the role of sales and sales planning in the overall marketing program. |  |  |
| Explain the key functions of the sales management process including the recruitment, selection, training, motivation, evaluation and compensation of the sales force. |  |  |
| Identify ways of measuring the performance of the sales organization as well as individual sales personnel. |  |  |
| Identify and explain the various steps of the personal selling process. |  |  |
| Explain the process of researching and identifying customer needs, understanding the customer buying process, consulting with customers, and offering solutions to their needs and problems. |  |  |
| Demonstrate effective sales presentations and the professional selling skills needed to deliver them. |  |  |