

**INDUSTRY CERTIFICATION STANDARDS
FOR MARKETING, SALES, AND SERVICE**

I. INSTRUCTION

Standard 1: Classroom curriculum and instruction for the Marketing Education program is designed to meet the requirements necessary to prepare a student for postsecondary education and/or employment, business ownership, and/or entrepreneurship ventures.

Indicator 1A. The organizational structure of the Marketing Education program is flexible enough to serve the diversified needs of students and business/industry and is connected to academic and occupational courses.

Indicator 1B. The courses in the marketing student's pathway are systematically organized and sequenced in order to build knowledge, skills, abilities, and attitudes (including equipment and software).

Indicator 1C. Courses in the marketing student's pathway are organized to provide the student with instruction in the knowledge, skills, and abilities needed to meet his/her future educational and employment goals.

Indicator 1D. Curriculum in the marketing student's pathway is developed according to national and state standards. (If there are additional local curriculum standards, these standards may be incorporated into the local school system's curriculum.)

Indicator 1E. The curriculum and software used to support instruction builds the student's knowledge and skill base.

Evidence:

- a. Is the local curriculum based on the state standards?
- b. Does the local curriculum reflect the current published and endorsed state standards and objectives for Marketing Education?
- c. Is an effective course management system in place that includes standards, objectives, and assessment tools?
- d. Do the lesson plans and instructional support materials reflect organization and detailed preparation for instruction?
- e. Does the program provide a variety of learning activities and methods of assessment in order to accommodate students with diverse needs?
- f. Does the program equip students with the basic knowledge, skills, and attitudes to successfully enter a variety of marketing occupations?
- g. Do the courses in the student's pathway build from basic to advanced concepts (i.e., beginning course to a capstone course)?
- h. Does the curriculum provide opportunities for the student to develop higher-order thinking skills?
- i. Are presentation skills integrated into each marketing course?
- j. Is project-based instruction used to help students apply theoretical information?
- k. Are on-the-job instructional activities in place that correlate to the units of instruction in the classroom?
- l. Are equipment and software integrated with curriculum to build the students knowledge and skill base?

Standard 1.1: Marketing Education, as a component of Career Technical and Agricultural Education, is formally articulated to postsecondary educational programs.

Indicator 1.1A. Marketing Education standards (knowledge, skills, and abilities as outlined in the state approved curriculum) are articulated to a postsecondary educational program in a career focus area.

Standard 1.1A

Evidence:

- a. Is the Marketing Education program articulated with the local postsecondary institutions (college and/or technical college)?

Standard 1.2: Marketing education program standards are acceptable to business and industry.

Indicator 1.2A. Marketing education standards are validated by SMEA, AMA, and/or locale advisory committees.

Standard 1.2A

Evidence:

- b. Are marketing education standards validated by SMEA, AMA, and/or local advisory committees?

II. EQUIPMENT/FACILITIES

Equipment used in the training program must be of the type and quality found in industry or business and must be of the type needed to provide training to meet the program goals and performance objectives. The facilities must be appropriate for the variety of training activities that occur in the Marketing Education classroom/laboratory setting.

Standard 2. Items found in the Marketing Education Program are appropriate as specified by the certifying body and are listed on the up-to-date Standard Equipment List as provided by the Georgia Department of Education.

Indicator 2A. Appropriate equipment is provided according to the guidelines established by the certifying body and in conjunction with the Georgia Department of Education.

Indicator 2B. Laboratory conditions are evident to allow students to learn the effective use of technology to meet minimum entry requirements and employment goals.

Indicator 2C. Consumable supplies are provided in sufficient quantity and on an on-going basis to allow for effective instruction.

Indicator 2D. Appropriate office space and equipment is provided for the instructor's professional use.

Indicator 2E. Appropriate technology and equipment is provided for a progressive instructional setting within the school-based enterprise.

Standard 2: Equipment/Facilities

Evidence:

- a. Is an equipment replacement plan in place and being followed?
- b. Is the student/equipment ratio adequate to conduct an effective program?
- c. Is the student and teacher's level of proficiency adequate to operate the equipment?

- d. Are students provided access and guidance in relation to the Internet? How much time is dedicated to Internet activities?
- e. Are consumable supplies readily available to assure continuous instruction?
- f. Does the local budget allow for a minimum of \$1,000 for instructor use for consumable supplies for each year?
- g. Is an area separate from the classroom/lab available and convenient for the instructor's use as an office and as a conference area?
- h. Is a separate telephone, located in the instructor's office, readily available for the coordinator?
- i. Is the storage area adequate to support the activities outlined in the program goals and performance objectives?
- j. Is the storage area for student work/supplies/files adequate and easily accessible to support the activities outlined in the program goals and performance objectives?
- k. Is the size and layout for classroom/lab suitable for large-group, small-group, and student work?
- l. If a school-based enterprise is present, is this a separate area for additional applied instruction?
- m. Is the school-based enterprise equipped with technology equipment and resources comparable to a current business retail setting?

Marketing Education Industry Certification Equipment List

QTY	DESCRIPTION
12	Trapezoidal or Conference-Shaped Tables
30	Stacking Chairs Plastic rolling chairs?
1	Teacher's Desk
1	Teacher's Chair
1	Floor Model Presentation Center with laptop/lcd control platforms?
1	Storage Cabinet (5 shelves)
2	Filing Cabinets (letter size; 4 or 5 drawer)
1	Electronic Calculator
1	Copier/scanner (available for student use)
12	Microcomputers (system requirements: Pentium IV+ (or equivalent) PC or Macintosh (comparable model); mouse; with CDRW; including USB technology capacities and Internet Connection
2	Computer printers (laser/ink jet color printer; connecting media/network so that all computers are connected to a printer); at least one of the se should be a high capacity laser printer
6	Surge Protectors for Microcomputers (commercial load for computers)
1	LCD Overhead Projection System (suggested for adaptable ceiling mount): and additional portable LCD would be highly encouraged
1	Video connection to TV for projection equipment; allowing DVD/VHS instruction by LCD
1	DVD/VCR combination; or these separate components
1	25-inch Color Television
1	Video DVD recorder/Camcorder
1	Digital Camera; with appropriate software for use in student projects
1	Work Table
1	Periodical Rack
1	High Resolution Projection Screen (6 x 8)
1	Software: Word Processor; Graphics; Presentation; Spreadsheets; Internet Access; and Multimedia

Teacher-Based Equipment:**QUANTITY DESCRIPTION**

- | QUANTITY | DESCRIPTION |
|-----------------|--|
| 1 | Portable Teacher Work Station: <ul style="list-style-type: none">• Pentium IV(or competitive equivalent)• CDR or comparable memory module/zip drive• Digital camera• CD ROM Internal• Ethernet Card• DVD player w/Cable Connection• Videotape Player (VHS) (optional to media is supported)• Multimedia Projector or Large Television Interface System• Overhead Projector• Portable Cart• LCD Projector |

NOTE: Some items on the teacher-based workstation can be filled with other items on the equipment list. Some items may be shared (i.e., business class/library) if accessibility is not an issue.

School-Based Enterprise Equipment

DESCRIPTION and QUANTITY

- Electronic Cash Register (1)
- Laser Printer (1)
- Electronic Printing Calculators (2)
- Labeling Machine (1)
- Microcomputers (system requirements: Pentium IV+ (or equivalent) PC or Macintosh including USB technology capacities (1)
- Adaptable lighting system for signage and promotional assignments (Varies according to the product selection determined by the advisory committee and school administration.)

NOTE: Some equipment, depending on merchandise mix in the school-based enterprise, may be vendor supplied.

III. LEARNING RESOURCES

Standard 3: Materials are appropriate for effective instruction and the development of basic, intermediate, and advanced marketing career skills integrating multimedia, periodical, and community-based resources. These resources reflect adaptability to address the needs of all student populations.

Indicator 3A. Appropriate, up-to-date multimedia materials and hardware such as flip charts, tapes, slides, motion and overhead transparency projectors, video equipment, CD's, multimedia projectors, etc. are readily available to the classroom/lab.

Indicator 3B. Current general, local, and technical magazines and newspapers related to the instructional program are available for student and instructional use. These materials may be present in the classroom/lab and/or media center.

Indicator 3C. Business representatives are identified and utilized in the instructional program.

Standard 3: Learning Resources

Evidence:

- a. Are students required to demonstrate their ability to use this equipment in the classroom?
- b. Are students required to use presentation software during evaluated presentations to groups?
- c. Is there evidence to show the involvement of business community resources (such as guest speakers, materials, merchandise resources, marketing projects, etc.) ?

IV. INSTRUCTIONAL STAFF

Standard 4: The Marketing Education program is compatible with state and local board of education policies, and accrediting commission standards.

- Indicator 4A. Marketing Education program personnel meet appropriate state requirements for the position.
- Indicator 4B. Marketing Education program personnel participate in selected business/industry and community organizations.
- Indicator 4C. Marketing Education program personnel participate in occupational updating in the appropriate pathway of the Marketing Education program.
- Indicator 4D. Marketing Education program personnel participate in state-sponsored professional development programs to update professional and occupational knowledge and skills relative to the Marketing Education program.

Standard 4: Instructional Staff

Evidence:

- a. Is documentation available to verify that the marketing instructor(s) meets state requirements for the position?
- b. Does the marketing instructor(s) participate in selected business/industry and community organizations for the purpose of occupational updating and/or training site development?
- c. Has the instructor successfully completed the staff development course for industry certification?
- d. Is the instructor able to demonstrate proficiency in current instructional technologies?
- e. Does the marketing instructor participate in the GACTE Summer Conference and the GMEA affiliate meetings?
- f. Has the instructor completed a state/university-sponsored internship(s), a part-time employment experience in marketing, an entrepreneurial venture, or job

shadowing (20 hours) within the last two years and incorporated these experiences into the classroom?

- g. Has the instructor attended the GACTE Conference, or attended state/local staff development workshops (minimum of five professional learning units), or completed college-level marketing coursework (minimum of five quarter hours) in the last three years?
- h. Is the instructor a member of the professional marketing associations (ACTE, GACTE, GMEA, etc.)?

Standard 4.1: Responsibility for the Marketing Education program's personnel is assigned by the local school administration consistent with state and local policies.

Indicator 4.1A. Marketing Education personnel are assigned responsibility for coordinating the activities of the employer, secondary school(s), and postsecondary institution(s); academic and occupational instruction; and monitoring and evaluating program components.

Standard 4.1

Evidence:

- a. Is documentation of the rules, regulations, policies, and procedures provided that supports coordination between the school and work site?
- b. Is evidence provided of collaboration between the secondary school and the local postsecondary institution(s)?
- c. Is documentation available that proves that the major components of the program (classroom instruction, on-the-job training, and student organization) have been monitored and evaluated?

V. DECA

Standard 5: DECA is a critical component of the co-curricular mode of instruction and career preparation in the Marketing Education program. DECA is the only professional Marketing Education organization for Marketing Education students, and affiliation/participation is available on the local, state, and national levels.

Indicator 5A. Membership recruitment and affiliation for students, advisor, and ancillary groups (such as alumni, professional, and administrative) is an integral part of the instructional program.

Indicator 5B. Participation in leadership development activities is an instructional asset of DECA affiliation and an established element of the total program.

Indicator 5C. Student involvement in competitive-event learning activities and group projects is supported in the curriculum and organizational structure of the program.

Standard 5: DECA

Evidence:

- a. Does the Marketing Education program have a DECA chapter that is active locally and affiliated with state and national DECA?
- b. Is there evidence of a student-led recruiting campaign for DECA?
- c. Does the chapter actively participate in the Georgia DECA Fall Leadership Development Conference with a minimum of four participants?
- d. Is there evidence of regularly scheduled meetings/activities throughout the year?
- e. Is there evidence of participation in one school or community service project?
- f. Is there evidence of a minimum of ten participants at the regional competition?
- g. Is there evidence of participation in the state DECA competitive events?

VI. MISSION AND STRUCTURE

Standard 6: A written mission statement reflects the philosophy and purpose of Marketing Education. This statement identifies the elements required to provide students with an integrated array of marketing experiences as a component of Career Technical and Agricultural Education.

- Indicator 6A. The Marketing Education program provides students with opportunities for career exploration, systemic, competency-based instruction in both academic and occupational skills, and career guidance in identifying employment and education goals on a global basis.
- Indicator 6B. The Marketing Education program provides students with a planned program for developing occupational skills and employment experiences related to a chosen career focus area.
- Indicator 6C. The Marketing Education program provides integration in relation to academic/vocational learning and school/workplace experiences through planning and ongoing collaboration between educational institutions, employers, and other key organizations.
- Indicator 6D. The Marketing Education program provides opportunities for students to develop leadership skills, interact with business and industry personnel, experience the business world, and participate in simulated activities through the student organization, DECA.
- Indicator 6E. The Marketing Education program facilitates collaboration among secondary and postsecondary educators, administrative and supervisory personnel, business and industry representatives, and advisory committee members who represent occupations in the career focus area.
- Indicator 6F. The local school system supports the development of Marketing Education program opportunities, including providing adequate resources that are congruent with the philosophy of the school system.

Evidence:

- a. Is there a written mission statement for the Marketing Education program?
- b. Does the Marketing Education curriculum include a unit on career development and career guidance?
- c. Does the Marketing Education program provide students with the opportunity to investigate postsecondary educational options and career options?
- d. Does the Marketing Education program provide a balance between school-based and work-based learning opportunities?
- e. Does the administration have a financial plan, including time schedules, with accurate documentation for total Marketing Education expenditures?
- f. Is there evidence that the Marketing Education teacher has input in the budgeting process?
- g. Does the Marketing Education program show evidence of collaboration with the postsecondary institutions, the local school administrative personnel, business and industry representatives, and the local school advisory committee?

VII. MARKETING AND PROMOTION

Standard 7: A marketing plan is integrated into the goals and objectives of the Marketing Education program and is reactive to the changing needs of the students and the business/industry community.

Indicator 7A. A marketing plan for the Marketing Education program is designed and implemented with the assistance of guidance staff, administration, students, parents/guardians, and employers and is maintained throughout the year.

Indicator 7B. Marketing and promotional efforts for the Marketing Education program are focused on the needs, interests, and career goals of students and the business/industry community.

Indicator 7C. The marketing plan for the program includes student presentations to school and community groups with an evaluation component.

Indicator 7D. The marketing plan includes an evaluation component.

Standard 7: Marketing and Promotion

Evidence:

- a. Is there a prepared marketing plan for the current promotion of the program that is articulated with guidance counselors, administrators, students, parents/guardians, and employers?
- b. Does the marketing plan address specific needs and modifications of the individual community and/or service area for the program?
- c. Is there supporting evidence of student presentations to promote the program to business/industry and the community?
- d. Is there supporting evidence that the marketing plan is evaluated?

VIII. ADVISORY COMMITTEE

Standard 8: An active advisory committee assists with the design, development, implementation, administration, and evaluation of the Marketing Education program.

Indicator 8A. The advisory committee for the Marketing Education program, which may be a separate subcommittee of the general Career Technical and Agricultural Education committee, is composed of individuals in the career focus area, parents/guardians, administrators, counselors, secondary and postsecondary educators, and Marketing Education program personnel and industry professionals.

Indicator 8B. Planning for the Marketing Education program by the advisory committee incorporates appropriate and timely information from demographic studies of the employment community, labor

market projections, student interest and placement records, and student enrollment information.

Indicator 8C. The advisory committee for the Marketing Education program meets on a regularly established basis (suggested quarterly meetings) to review implementation of the program.

Indicator 8D. The advisory committee for the Marketing Education program assists with a regular evaluation of the program and the certification review.

Standard 8: Advisory Committee

Evidence:

- a. Is there documentation to support the membership/profile of the advisory committee for the program?
- b. Are there minutes of meetings and/or other supporting articulation outlining the involvement and participation of the advisory committee?
- c. Does the supporting documentation indicate regular meetings and input/participation on the part of the advisory committee?

IX. STUDENT CAREER-RELATED SERVICES

Standard 9: Systemic preadmission testing, interviews, counseling services, placement, and follow-up procedures are used in admissions standards, curricular implementation, and individualized career development activities. Class release for student employment should NOT be primary admission criteria.

Indicator 9A. Students are required to participate in preadmission interviews for career interest screening.

Indicator 9B. Career guidance information is disseminated to students as a component of curricular activities and individualized instruction.

Standard 9: Student Career-Related Services

Evidence:

- a. Is there evidence to support the application/interview process prior to program admission?
- b. Is there a concrete evaluative method used to identify career interests?
- c. Are the student's goals and expectations for joining the program recorded and monitored?
- d. Are there examples of career information provided to and/or generated by students?
- e. Is there evidence to support students visiting local businesses?

X. WORK-BASED LEARNING

Standard 10: Occupational experience and instruction for marketing work-based learning students are designed to meet the requirements necessary to prepare a student for postsecondary education and/or employment.

- Indicator 10A. Student enrollment in the Marketing Education program is in accord with the student's career aspirations and available marketing opportunities in the community.
- Indicator 10B. A written admission policy and procedures for enrolling students into the Marketing Education program is utilized.
- Indicator 10C. Marketing Education personnel provide students and parents/guardians with an orientation to the Marketing Education program prior to enrollment.
- Indicator 10D. Work-based learning sites utilized by the Marketing Education program provide occupational growth opportunities consistent with the student's interest, occupational interests, and learning objectives.
- Indicator 10E. Work-based learning sites for students are in compliance with federal, state, and local labor laws.
- Indicator 10F. Each student in the Marketing Education program has an educational training agreement signed by the student,

parents/guardians, educational institution, and the cooperating work-based learning site that describes the responsibilities of each entity.

- Indicator 10G. Each student in the Marketing Education work-based learning program has an educational training plan that specifies a planned sequence of learning experiences and work tasks correlated with the program of study.
- Indicator 10H. The Marketing Education personnel, the work-site supervisor, and the student cooperatively develop the methods used to document and assess attainment of learning objectives specified in the educational training plan.
- Indicator 10I. Each student is evaluated on a regular basis by the work-site supervisor to assess attainment of established academic and skill proficiencies as required for the career area and appropriate feedback is provided to the student and Marketing Education personnel.
- Indicator 10J. Appropriate work-based learning program records (i.e., educational training agreement, educational training plan, work-site supervisor evaluations, wage and hour records) are kept on file for each student.
- Indicator 10K. Criteria for selecting and assigning work-site supervisors for each student are established and provided to each work-based learning site employer.
- Indicator 10L. Work-site supervisors are oriented through individual or group meetings regarding their responsibility to provide meaningful learning experiences for students.
- Indicator 10M. Marketing Education personnel make at least one supervisory visit to the Marketing Education site of the student per grading period.

Evidence:

- a. Is a specific training plan that identifies the student goals and the appropriate tasks to meet each goal used for each student?
- b. Is each student given a copy of performance objectives his/her training plan?
- c. Is a written contract with the school, parent, student, and the training site agreed upon and binding?
- d. Is there evidence the Marketing Education instructor is actively soliciting prospective employers from a variety of industries?
- e. Is the Marketing Education instructor assigned the responsibility and time to coordinate and monitor the cooperative program?
- f. Is there evidence of adequate supervision?
- g. Are students placed in qualified marketing businesses?
- h. Is there evidence to support these placements?
- i. Is there evidence that students complete the minimum number of internship activities?
- j. Is there evidence of the student's wage/hour reports?
- k. Is there evidence of annual reports retained in the files?
- l. Are student records maintained for a minimum of three years?

XI. EVALUATION

Standard 11: Evaluation of the Marketing Education program is continuous and consistent with the mission statement.

Indicator 11A. An evaluation of the Marketing Education program is conducted annually, with the assistance of the advisory

committee, to ensure that the program is consistent with the mission statement and continues to comply with Certification requirements.

Indicator 11B. Data from the evaluation of the Marketing Education program is utilized for continuous improvement of the program.

Standard 11: Evaluation

Evidence:

- a. Is there evidence to support an annual evaluation of the program and communicated to SMEA/AMA?
- b. Is there evidence to support the involvement of advisory committee members in the evaluation process and communicated to SMEA/AMA?
- c. Have recommendations from the evaluative efforts been utilized for program modification and communicated to SMEA/AMA?