

Georgia Marketing Programs Industry Certification Standards 2023-2024

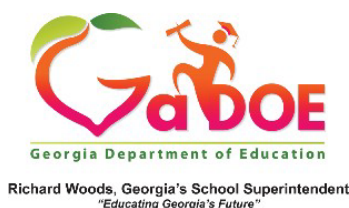
Partnership between



Atlanta

**American Marketing Association
Atlanta Chapter**

and



**Georgia Department of Education
Office of Career, Technical &
Agricultural Education**

Working together to recognize
EXCELLENCE
In Marketing Education and preparing students to be
College and Career Ready

What is Industry Certification?

Industry Certification is a high school program designed to recognize and promote exemplary Marketing programs. Certified programs include the following:

- project-based instruction
- qualified teachers through certification and professional development
- involved advisory committees
- career development activities
- up-to-date technologies and equipment
- an active career technical student organization (DECA).

Competency standards and specific performance objectives provide the foundation for a solid curriculum based in two career clusters: **Marketing** and **Hospitality Recreation and Tourism**. Industry Certification (IC) provides recognition to the high school's programs that document evidence to meet certification standards.

The American Marketing Association, Atlanta Chapter (AMA Atlanta) and the Georgia Department of Education (GaDOE) have partnered to develop standards of excellence for Marketing programs across Georgia. AMA Atlanta personnel and volunteers evaluate the Marketing programs based on standards in the areas of:

- Standard 1: Curriculum and Instruction
- Standard 2: Equipment and Facilities
- Standard 3: Educational Resources
- Standard 4: Instructional Staff
- Standard 5: DECA
- Standard 6: Student Career Development
- Standard 7: Marketing and Promotion
- Standard 8: Advisory Committee
- Standard 9: Work-Based Learning (WBL)
- Standard 10: Program Evaluation

Which Teachers are Included?

All Marketing and Hospitality, Recreation and Tourism teachers are required to participate in the Industry Certification process. A Marketing teacher is defined as anyone who teaches any course, even if they are only teaching one course, in a Marketing pathway, and/or the Hospitality, Recreation and Tourism career clusters.

Approval for Industry Certification

Each school interested in pursuing Industry Certification must apply and may receive grant approval through the Georgia Department of Education. Grant applications should be completed fully, including as much detail as possible to aid the approval committee during the approval process. It is not required for a school to receive the grant to complete the certification process. Prior to applying for the grant, each program should complete the Industry Certification checklist to ensure the program is ready to begin the process.

Industry Certification Primary Contact

One teacher at each school should be identified as the Industry Certification (IC) Primary Contact for the Marketing program. The IC Primary Contact will serve as the communication liaison for AMA Atlanta and the GaDOE during the process.

Industry Certification Prep Workshop

Every teacher in the Marketing program (full time, part time and even those teaching just one course) at each school must attend an Industry Certification Prep Workshop to review the process and procedures for Industry Certification for initial and re- certification. The workshop will be administered by the Industry Certification Coordinator and AMA Atlanta and must be completed by each teacher to earn certification. It is recommended that Career Technical and Agriculture Education (CTAE) administrators and school administrators also attend the workshop so that they are familiar with requirements for earning Industry Certification. At the workshop, all teachers from one school will work together to develop an action plan for the certification process that outlines the steps needed to complete the process. Workshops are offered at the beginning of the school year of certification, usually in August. The preliminary visit should be scheduled during or following the workshop.

Preliminary Visit

A preliminary visit date and time is scheduled to be held in the Fall semester each year. The preliminary visit should be an informal walk-through of the facilities and a question-and-answer session for the participants. All marketing teachers in the program should be present, administrators and other stakeholders are welcome if they have questions, but their attendance is not required. This visit will be conducted by the Industry Certification Coordinator and/or the GaDOE Marketing Program Specialist.

Final Program Evaluation On-site Visit

The official on-site visit date and time is scheduled to be held in the Spring semester each year, typically after DECA State Conference. The Industry Certification Primary Contact should distribute the date and time to the advisory committee, CTAE Administrator, local Board of Education, local administration, school district superintendent, and other supporters of the program (examples include school administration team, local newspaper, and county level leadership) and request their attendance at the on-site visit.

Verification of meeting all standards will be achieved through monthly check-ins. All standards should be completed at stated deadlines and web site/shared online drive folder updated with all corrections **by March 31** of the program year to ensure all standards are met. Final points for the Industry Certification process will be earned at the on-site visit. Programs receiving certification will be notified at the on-site visit informally by the AMA Atlanta committee members present and will be provided with commendations and recommendations for the program. Programs will receive official notification **by May 1st**.

Evidence of Standards

The evidence of every standard should be presented in a digital format that is VERY CLEAR, EASY TO FOLLOW, and DETAILED enough for non-educators to see and understand how each standard was met. The certification is guided through the Industry Certification Coordinator, but the approval process is earned through AMA Atlanta

volunteers who evaluate the evidence throughout the process. A web site or shared online drive folder should be created to digitally display evidence of each standard. Each teacher in the program should contribute to the content and submission of the evidence. A team approach is essential to achieving Industry Certification. Inclusion of pictures of documentation for all standards is encouraged. Copyright laws should be followed for all documentation and projects. Programs should refer to the appropriate checklists for required documentation. Feedback from the Industry Certification Coordinator throughout the year will aid the program in clarification of meeting each standard.

Media Release

A release of student work and pictures for each student in the program and in DECA should be obtained with parental consent. Most district forms will meet these requirements. Copies of signed releases for each student in the program should be organized and maintained by each teacher. Individual student forms are NOT part of the EVIDENCE but should be kept on file by the teachers. Only if needed will this documentation be requested by the visiting team. All DECA members should also have a release for use, print, and promotion of program of work and pictures; copies of all signed releases should be organized and maintained by primary adviser. In addition, the Marketing program should follow ALL school and county policies regarding publishing student work and photographs.

Earning Certification

Programs will earn certification by meeting the minimum required number of points for every standard. Standards are met by documented evidence on the program web site/shared online drive folder. Teachers in the program should strive to EXCEED every standard and present more evidence to showcase their EXEMPLARY program. The Industry Certification Coordinator is a resource for the programs undergoing certification. Communication should be continuous throughout the year of certification for questions, concerns, and ideas.

Timeline of Industry Certification Process

<u>Due Date</u>	<u>WHO</u>	<u>Activity</u>
May 15	CTAE Director	Grant Application Complete; Notification of Grant status will be given after State Board Approval (July).
July/August	<u>All</u> Marketing program teachers, CTAE admin. & school-level administrator <u>encouraged</u> to attend	<p>Industry Certification Prep Workshop: All teachers in Marketing program (full-time, part-time, or teaching just one course) at the school going through the IC process should attend the SAME workshop; the CTAE administrator & school-level administrator are encouraged to attend as well to understand and assist teachers with decisions for meeting standards.</p> <p>Nomination of Industry Certification Primary Contact. Preliminary Visits Scheduled.</p>
Sept 1	Industry Certification Coordinator	<p>Verification sent to GaDOE Program Specialist and local schools with details of completed workshop confirmation and contact information for coordinator working with the schools.</p> <p>Contact information for the AMA Atlanta Chapter and volunteers working with the school should be sent to IC Primary Contact to begin or continue relationship of working together through certification process.</p>
Sept 15	Industry Certification Coordinator	After working with AMA Atlanta and GaDOE Program Specialist, send confirmation date and time of preliminary visit (can be done virtual for recertification) and Final Evaluation on-site visit to IC Primary Contacts, all Marketing teachers, CTAE administrator and any others designated by local school.
Sept 29	IC Primary Contact	<p>Confirm with Industry Certification Coordinator the date and time for the on-site visit (s).</p> <p>Date and time for final evaluation on-site visit should be shared with all advisory committee members, the local board of education, school and county administrators, and other vested parties in the Marketing program.</p>
Oct 2	IC Primary Contact	Website or Online Drive Folder created and shared with IC Coordinator and Marketing Program Specialist.

Oct 16	Industry Certification Coordinator	Confirm all IC programs have shared website or drive link, and it is accessible. Follow up through email format with feedback on organization and documentation to primary contact at school.
Nov 15	Industry Certification Coordinator	Check in via email and/or virtual meetings with all programs.
Dec 15	Industry Certification Coordinator	All Preliminary Visits should be completed, and final evaluation visits scheduled.
January 15	GaDOE Program Specialist	Check-in via email or virtual meeting with IC programs (IC primary contact, all marketing teachers, and CTAE administrator) – evaluate and notify any program at risk of not meeting certification standards by March 31.
February 15	Industry Certification Coordinator	Check in via email and/or virtual meetings with all programs.
March 15	Industry Certification Coordinator	Check in via email and/or virtual meetings with all programs.
March 31	Marketing Teachers	All evidence and documentation are complete based on feedback from Industry Certification Coordinator. Website/Shared online drive complete with all documentation.
April 15	AMA Atlanta/ IC Coordinator	Send list and recommendations of “passing” and “failing” schools to GaDOE Program Specialist.
June	ALL Stakeholders	Attend the Awards Luncheon at GACTE Summer Conference hosted by GMEA honoring teachers and administration from certified schools.
June 15	All programs that were previously Industry Certified	Send completed Annual Report to Industry Certification Coordinator & GaDOE Program Specialist. Recertification should be done during the 5 th year of your certification.
July 15	GaDOE Program Specialist	Revise and post standards for following school year.

INDUSTRY CERTIFICATION STANDARDS FOR MARKETING PROGRAMS

Documentation and evidence of all Industry Certification standards must be submitted electronically to the Industry Certification (IC) Coordinator prior to March 31st.

Submission of the electronic manual in its entirety is a requirement for first-time certifications and the program overview summary and update is required for re-certifications. For re-certifications, the program overview summary and update will be a modified version of the manual and an update to reflect changes, improvements, additions, etc.

Each industry certification standard is followed by indicators which further define or explain the standard. The evidence questions are meant to stimulate thinking. The teacher should not answer the evidence questions with a “yes” or “no” answer, followed by a restatement of the question. (Example: Yes, the curriculum follows state-approved standards.) Instead, the teacher should use the standard, the indicators and the evidence questions to formulate ideas and develop a narrative that addresses the standard and indicators.

CURRICULUM & INSTRUCTION – STANDARD # 1

Standard 1:

Classroom curriculum and instructional resources for the Marketing and Hospitality/Tourism Programs are designed to meet the requirements necessary to prepare a student for postsecondary education and/or employment in marketing, business, entrepreneurship, and hospitality.

- Indicator 1A.** The organizational structure of the Marketing or Hospitality/Tourism Program is flexible enough to serve the diversified needs of students and business/industry and reinforce academic standards and employability skills.
- Indicator 1B.** The courses in the Marketing or Hospitality/Tourism students’ pathway are systematically organized and sequenced to build knowledge, skills, abilities, and attitudes.
- Indicator 1C.** Courses in the Marketing or Hospitality/Tourism students’ pathway are organized to provide the students with instruction in the knowledge, skills, and abilities needed to meet his/her future educational and employment goals.
- Indicator 1D.** Curriculum in the Marketing or Hospitality/Tourism students’ pathway is developed according to state standards (developed/approved by business and industry committees) and is aligned to national standards.
- Indicator 1E.** The variety and depth of instructional resources build the students’ knowledge and skill base.
- Indicator 1F.** The Marketing or Hospitality/Tourism lab (School-Based Enterprise) allows students to apply the knowledge and skills acquired in the classroom.
- Indicator 1G.** The Marketing or Hospitality/Tourism Program standards lead to effective postsecondary programs.

Indicator 1H. The Marketing or Hospitality/Tourism Program standards are endorsed by the American Marketing Association, Atlanta Chapter.

Standard 1: Curriculum & Instruction

Evidence:

- a. Is the Marketing/Hospitality/Tourism curriculum appropriate and beneficial for all students?
- b. Is the local curriculum based on the current state standards approved by the Georgia Board of Education?
- c. Is an effective, local 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 students' pathway build from basic to advanced concepts (i.e., beginning course to a capstone course)?
- h. Does the curriculum provide opportunities for the students 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 actual businesses in the local area involved in curriculum and/or DECA Written Events projects?
- m. Is a School-Based Enterprise or kiosk in place which allows for involvement of all students in some aspects of the business?
- n. Do students see all aspects of running a business and apply all major marketing concepts as a result of the School-Based Enterprise or kiosk?
- o. Does the program's equipment and software support the curriculum in order to build the students' knowledge and skill base?

- p. Is the Marketing or Hospitality/Tourism Program providing a seamless transition from high school to a postsecondary institution through articulation, dual-enrollment, apprenticeships, etc.?

EQUIPMENT & FACILITIES – STANDARD # 2

Equipment used in the training program must be of the type and quality found in a business or industry 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 and Hospitality/Tourism classroom/laboratory setting.

Standard 2:

Items found in the Marketing or Hospitality/Tourism Program are appropriate as specified by the American Marketing Association, the School-Based Enterprise Manual and the Georgia Department of Education.

- Indicator 2A.** Appropriate equipment is provided according to the guidelines established by the certifying body (AMA Atlanta) and in conjunction with the Georgia Department of Education SBE Committee.
- 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 business calls?
- 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 of the classroom suitable for large-group, small-group, and student work?
- l. Is the location and size of the School-Based Enterprise and/or kiosk appropriate?
- m. Is the School-Based Enterprise and/or kiosk equipped with technology, equipment and resources comparable to a current business setting?

See the School-Based Enterprise Manual and the GaDOE Marketing Program Equipment list for the guidelines concerning facilities and equipment.

EDUCATIONAL RESOURCES – STANDARD # 3

Standard 3:

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

- Indicator 3A.** Appropriate, up-to-date multimedia materials, hardware and software are available in the classroom and SBE, such as a multimedia projector system with monitor, computer printers, poster or wide format printer, Microsoft Office Suite and Adobe Creative Suite, video equipment, digital camera, etc. are readily available to the classroom/lab. (Given that social media drives marketing, access to social media as an instructional resource is important.)
- Indicator 3B.** Current business, marketing, entrepreneurial and/or hospitality magazines related to the instructional program are available for students' 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 for program improvement, teacher assistance and student project support.

Standard 3: Educational Resources

Evidence:

- a. Are students required to demonstrate their ability to use appropriate equipment in the classroom?
- b. Are students required to use presentation software during evaluated presentations to groups?
- c. Do students understand the impact of social media on marketing, and do they use social media appropriately as an instructional tool?
- d. Is there evidence to show the involvement of business leaders resulting in program improvement, teacher assistance and student project support?

INSTRUCTIONAL STAFF – STANDARD # 4

Standard 4: The Marketing or Hospitality/Tourism program is compatible with state and local board of education policies and accrediting commission standards in relation to the instructor.

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

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/job shadowing experience or an approved industry related workshop within the last two years and incorporated these experiences into the classroom?
- g. Has the instructor attended the GACTE Conference, attended CTAERN Workshops, attended local workshops in the program area or completed college-level marketing coursework in the last three years?
- h. Is the instructor a member of the required professional marketing associations (ACTE, GACTE and GMEA)?

INSTRUCTIONAL STAFF – STANDARD # 4 (CONTINUED)

Standard 4.1:

Responsibility for the Marketing or Hospitality/Tourism programs' personnel is assigned by the local school administration consistent with state and local policies.

Indicator 4.1A. A Career, Technical & Agricultural Education professional is assigned responsibility for coordinating the activities of the employer, secondary school(s), and postsecondary institution(s); academic and occupational instruction and evaluation of the program components.

Standard 4.1: Instructional Staff

Evidence:

- a. Is documentation of the rules, regulations, policies, and procedures provided that supports all components of the program?
- b. Is evidence provided of collaboration between the secondary school and the local postsecondary institution(s)?
- c. Is documentation available which proves that classroom instruction, School- Based Enterprise (lab) instruction, DECA activities (local, state and international) and Work-Based Learning activities have been monitored and evaluated?

DECA – STANDARD # 5

Standard 5:

DECA is a critical intra-curricular component of instruction and career preparation in the Marketing and Hospitality/Tourism Programs. DECA is the appropriate professional student organization for Marketing and Hospitality/Tourism students, and affiliation/participation is available on the local, state, and international levels. DECA affiliation and participation is required by the sponsoring body, the American Marketing Association of Atlanta.

- Indicator 5A.** Membership recruitment and affiliation for students, advisor, and ancillary groups (such as alumni and professional) is an integral part of the instructional program.
- Indicator 5B.** Participation in leadership development activities is a required component of DECA affiliation and an established element of the total program. DECA teaches/reinforces Workplace Skills, Standard 1 in all CTAE courses.
- Indicator 5C.** DECA written competitive events serve as exemplary capstone projects for applying curriculum knowledge and skills.

Standard 5: DECA

Evidence:

- a. Does the Marketing or Hospitality/Tourism Program have a nationally affiliated DECA chapter that is active on the local, state and international level?
- b. Is there evidence of a student-led recruiting campaign for DECA?
- c. Does the chapter actively participate in leadership development activities on the local and state level?
- 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 participation in at least one DECA written event?
- g. Is there evidence of at least five to ten participants at the Regional DECA competitive events?
- h. Is there evidence of at least five to ten participants at the State DECA competitive events?

STUDENT CAREER DEVELOPMENT – STANDARD # 6

Standard 6:

Marketing or Hospitality/Tourism program introduces students to a variety of careers and post-secondary options as well as employability skills when they leave high school. Multiple opportunities and formats/methods of career development activities should be made available for students to explore career options and the local business environment. Multiple activities and events are to be completed by each student to provide a range of exposure to career related educational activities.

- Indicator 6A.** The Marketing or Hospitality/Tourism Program provides students with opportunities for career exploration, systemic, standards-based instruction in both technical and workplace readiness knowledge and skills, and career guidance in identifying employment and postsecondary education goals on a global basis.
- Indicator 6B.** The Marketing or Hospitality/Tourism Program provide students with a systemic plan of instruction for middle school, high school and beyond.
- Indicator 6C.** The Marketing or Hospitality/Tourism Program provides integration in relation to academic and career and technical learning and school/workplace experiences through planning and ongoing collaboration among educational institutions, employers, and other key organizations.
- Indicator 6D.** The Marketing or Hospitality/Tourism 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 and Hospitality/Tourism 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 Marketing or Hospitality/Tourism Program provides opportunities for students to investigate areas of interest and assess strengths for career and post-secondary options and assists students in setting goals and completing an area of study.

Standard 6: Student Career Development

Evidence:

- a. Is there evidence to support incorporation of employability skills in each course offered in the marketing program?
- b. Do students develop and update a resume and/or a digital portfolio?
- c. Is there an evaluative method used to identify career interests and/or students' aptitudes and strengths?

- d. Is career information provided to students?
- e. Are guest speakers brought in to introduce students to different career options?
- f. Are students asked to set goals and encouraged to monitor progress?
- g. What is the percentage of students that finish a marketing and/or hospitality/tourism pathway?

MARKETING AND PROMOTION – STANDARD # 7

Standard 7:

A marketing plan is integrated into the goals and objectives of the Marketing or Hospitality/Tourism Program and is reactive to the changing needs of the students and the business/industry community.

- Indicator 7A.** A marketing plan for the Marketing or Hospitality/Tourism Program is designed and implemented with assistance and/or input from advisory committee members, administrators, Work- Based Learning employers, guidance staff and other stakeholders and is maintained throughout the year.
- Indicator 7B.** Marketing and promotional efforts for the Marketing or Hospitality/Tourism Program is focused on the needs, interests, and career goals of students and the needs and interests of the business/industry community.
- Indicator 7C.** The marketing plan for the program includes promotional information/activities targeted to advisory committee members, business/community leaders, students, parents and school staff.
- Indicator 7D.** The marketing plan includes an evaluation component.

Standard 7: Marketing and Promotion

Evidence:

- a. Is there a prepared marketing plan for the promotion of the program that is articulated to advisory committee members, business/industry leaders, students, parents and school staff?
- b. Does the marketing plan address specific needs and modifications for the individual community and/or service area for the program?
- c. Are the various promotional activities/events documented?
- d. Is there supporting evidence of student presentations to promote the program to business/industry and the community?
- e. Is there supporting evidence that the marketing plan is evaluated?

ADVISORY COMMITTEE – STANDARD # 8

Standard 8:

An active Advisory Committee assists with the design, development, implementation, administration, and evaluation of the Marketing or Hospitality/Tourism Program.

- Indicator 8A.** The advisory committee for the Marketing or Hospitality/Tourism Program is composed of individuals in the career focus area (i.e., business/industry professionals, postsecondary educators, counselors, etc.). The program advisory committee may be a separate subcommittee of the general Career Technical and Agricultural Education Committee provided that individuals with marketing and management or hospitality/tourism expertise are specifically assigned to the discipline.
- Indicator 8B.** Planning for the Marketing or Hospitality/Tourism Program by the advisory committee incorporates appropriate and timely information from demographic studies, employment information, labor market projections, etc.
- Indicator 8C.** The Marketing or Hospitality/Tourism Program has an active advisory committee consisting mainly of business/industry professionals (51%) appropriate to the pathway. These program-specific advisory committees are to be used as follows: (1) Co-teachers for curriculum standards that require deeper business knowledge/skills; (2) Business partners that allow students to develop and conduct projects that aid their businesses and deepen students' knowledge and experience base; (3) Mentors for students developing in-depth competitive event manuals/projects; (4) Sponsors for students desiring to engage in shadowing and/or internship experiences; (5) Business/Industry assistants who help teachers set up events, secure resources, serve as CTSO judges, etc.).
- Indicator 8D.** In addition to regularly scheduled advisory committee meetings, members assist with program, teacher and/or student projects as needed throughout the year.
- Indicator 8E.** The advisory committee 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 information outlining the involvement and participation of the advisory committee?

- C. Is there evidence to support an active “in person” advisory committee that participates in and/or assists with teacher/student projects, as opposed to an “on paper” advisory committee that meets twice per year to satisfy state/local requirements?

WORK-BASED LEARNING – STANDARD # 9

Standard 9:

Occupational experiences and instruction for Marketing and Hospitality/Tourism work-based learning students are designed to meet the requirements necessary to prepare a student for postsecondary education and/or employment.

- Indicator 9A.** Work-Based Learning sites utilized by the Marketing or Hospitality/Tourism Program provides occupational growth opportunities consistent with the student’s interest, occupational interests, and learning objectives.
- Indicator 9B.** The Work-Based Learning (WBL) Coordinator confers with the Marketing or Hospitality/Tourism teacher about appropriate placements for students in these disciplines.
- Indicator 9C.** The Work-Based Learning Coordinator informs the Marketing or Hospitality/Tourism teacher of the students enrolled in the WBL Program and the students’ work site placements.
- Indicator 9D.** The Work-Based Learning Coordinator keeps the teacher informed of the students’ progress and/or problems on the job.
- Indicator 9E.** If the Marketing or Hospitality/Tourism’s School-Based Enterprise serves as an official Work-Based Learning training site and if the teacher serves as the official training sponsor (employer):
- The teacher works with the WBL coordinator to ensure compliance with all federal, state, and local labor laws.
 - The teacher works with the WBL coordinator to ensure that all student trainees have a training agreement, signed by all stake holders, and a training plan that specifies a planned sequence of training experiences which aligns with the curriculum standards.
 - The teacher works with the WBL coordinator to develop a plan for assessing and documenting attainment of learning.
 - The teacher (training sponsor) evaluates the WBL student regularly to assess attainment of knowledge and skills, and she/he documents the findings for submission to the WBL coordinator.
 - The teacher (training sponsor) maintains all appropriate WBL records (i.e., training agreements, training plans, supervisor evaluations and

wage and hour records) for each WBL student.

Standard 9: Work-Based Learning

Evidence:

- a. Does the Marketing or Hospitality/Tourism teacher inform the Work-Based Learning Coordinator about marketing/management contacts who are interested in having an intern?
- b. Is the Marketing or Hospitality/Tourism teacher informed as to his/her students who are participating in the Work-Based Learning Program?
- c. Is the Marketing or Hospitality/Tourism teacher kept informed as to his/her students' progress on the job?
- d. If the student's official training site is the School-Based Enterprise and the teacher is the official training sponsor, does the teacher have documentation to substantiate all criteria listed in Indicator 9E?

PROGRAM SUPPORT AND EVALUATION – STANDARD # 10

Standard 10:

Evaluation of the Marketing or Hospitality/Tourism Program is continuous and consistent with the state and local standards and the recommendations of the American Marketing Association of Atlanta (provided the program is certified or re-certified).

- Indicator 10A.** An evaluation of the Marketing or Hospitality/Tourism Program is conducted annually to ensure that the program is consistent with the state standards and continues to comply with certification requirements.
- Indicator 10B.** The local advisory committee assists with the evaluation process and documents the evaluation's findings.
- Indicator 10C.** Data from the evaluation of the Marketing or Hospitality/Tourism Program is utilized for continuous improvement of the program.

Standard 10: Program Support & Evaluation

Evidence:

- a. Does the administration have a financial plan, including time schedules, with accurate documentation for total program expenditures?
- b. Is there evidence that the Marketing or Hospitality/Tourism teacher has input in the budgeting process?

- c. Does the Marketing or Hospitality/Tourism Program show evidence of collaboration with postsecondary institutions, local school administrative personnel, business and industry representatives, and the local school advisory committee?
- d. Does the Marketing or Hospitality/Tourism Program have a documented program evaluation each year which furthers the growth and development of the program and shows progress toward meeting the American Marketing Association, Atlanta Chapter recommendations, noted in the formal letter following the last certification?
- e. Is there evidence to support the involvement of advisory committee members in the evaluation process?
- f. How has the program evaluation resulted in validation of current practices and/or changes and improvements?

Marketing Program Industry Re-Certification Manual

Standard 1: Curriculum and Instruction

- a. Which pathways are taught?
- b. What instructional strategies are implemented?
- c. Include a standards-based unit or lesson plan.
- d. Student presentation videos can also be included as evidence.

Standard 2: Equipment and Facilities

- a. Include a list of equipment in marketing lab, classroom, offices and SBE
- b. Include a diagram of marketing lab, classroom, offices and SBE
- c. Video of SBE can also be included as evidence

Standard 3: Educational Resources

- a. Provide a list of resources used in marketing courses taught in program.

Standard 4: Instructional Staff

- a. Include introduction video, resume or curriculum vitae for each teacher in program
- b. Include copy of current GaPSC certificate for each teacher

Standard 5: DECA

- a. Provide summary of DECA chapter activities (chapter calendar)
- b. DECA Competition Data (past 5 years, if available): Membership, Region, State, and ICDC
- c. Student DECA video presentation can also be included as evidence.

Standard 6: Student Career Development

- a. Include data of pathway completers from past 5 years
- b. Include a lesson plan that teaches employability skills or career aptitudes an/or development

Standard 7: Marketing and Promotion

- a. Provide a sample of marketing or promotional sample for your program, DECA or SBE.

Standard 8: Advisory Committee

- a. Include a List of Advisory Board Members w/ Contact information and job titles
- b. Include minutes from 2 most recent Advisory Board meetings

Standard 9: Work-Based Learning (WBL)

- a. Provide evidence and/or data regarding marketing students in WBL (spreadsheet and/or video).

Standard 10: Program Evaluation

- a. Provide a summary of the growth, development and other changes made to the marketing program over the past five years. Should discuss new courses, new equipment, new staff a, advisory board, DECA, etc...and the impact of these changes on students and the program.
- b. Identify two goals that you have set for the marketing program to achieve within the next 2-5 years.

On-Site Visit Guidelines & Suggestions

The on-site visit should be an environment of CELEBRATION of your OUTSTANDING program!

1. Send official invitation to on-site visit at least three weeks prior to meeting date. It is suggested that you send a SAVE THE DATE invitation in the fall once your date and time have been confirmed by the Industry Certification Coordinator and AMA Atlanta. Please provide physical address of school on the invitation for all guests traveling to your school.
2. Have appropriate drinks and food for the time of visit available for guests. Advisable to check with Industry Certification Coordinator for travel plans and number of guests.
3. Have nametags for all guests and speakers.
4. A formal agenda should be provided along with a sign-in sheet. You will want to send thank you notes to all those attending the on-site visit.
5. Teachers should make plans to remain for the entire on-site visit, approximately 2 hrs.
6. Dress for teachers and students should follow Professional Business Dress Code for the on-site visit. DECA blazers are appropriate for students.

Suggested Agenda:

1. Welcome and Introductions (10-15 minutes)
2. Teacher Presentation (s) (10-15 minutes)
3. Student Presentations (20-30 minutes)****These presentations should be DECA competition ready.
4. Tour of Marketing and CTAE program areas (10-15 minutes)
5. AMA Atlanta program evaluation data and results— (up to 15 minutes)
6. AMA Atlanta Report and overview with teachers, local and county administrators, and advisory committee members available to stay (up to 15 minutes).

School Name:	
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Industry Certification: Wish & Needs List for Grant Funds

Using the grant funds (if received), how will you use it for program improvement? Brainstorm with the teachers at your school a WISH and NEEDS list for your GRANT funds!

Take this list back to your school, talk with your CTAE administrator, and make some decisions about when and how to spend. All grant funds should be spent and documented by on-site visit day!

[illegible]



Marketing Industry Certification 2024

Initial Certification Timeline & Checklist

SYSTEM: _____
SCHOOL: _____
TEACHER(S): _____
PATHWAY(S): _____

Initial Walk-through ~ Completed by December 15, 2023

Date & Time: _____

- ☐ Classroom Layout: designated presentation space, ability to see presentation from all angles, tables for collaboration
- ☐ Educational Technology: current technology, appropriately installed, adequate for number of students
- ☐ Teacher Office: appropriate area designed for communication with industry/community members
- ☐ School-Based Enterprise: designated, appropriate selling space, merchandising, customer space and POS system
- ☐ Environment: student work samples, up to date resources, DECA presence
- ☐ Promotion Lab: evidence of safety protocols, equipment in good working order
- ☐ Teacher Q & A
- ☐ IC Fund Plans

Teacher Introduction Video Submission ~ Submitted by December 1, 2023

Upload the video file(s) to the website or shared online drive in a link/folder titled: *Standard 4: Instructional Staff*.

- ☐ Each teacher in the program should provide a brief introduction video:
 - ☐ Name
 - ☐ Pathways, courses taught
 - ☐ Years of Experience
 - ☐ Professional Organizations
 - ☐ Two Goals you have for the program moving forward. (examples: Increase DECA Membership or Participation, Expand SBE, Expand Program Pathway Offerings, etc.)

Student Presentations ~ Submitted by March 31, 2024.

Upload the files separately and title appropriately to the website or online shared drive.

- ☐ Please upload at least 3 videos of student presentations. The presentations should be between 3-5 minutes. Be sure to have permission and media release documentation. Some ideas for topics:
 - ☐ School-Based Enterprise: Provide a virtual tour of the SBE and present what they have learned, discuss vendor selection, inventory process, customer service, etc. *can be included as evidence for Standard 2: Equipment & Facilities*
 - ☐ DECA: An overview of the DECA chapter, membership recruitment, officer selection and training, community service, competition, etc. – *can be included as evidence for Standard 5: DECA*
 - ☐ Project-Based Learning: Utilize a presentation from a project that you already assign in your classroom. - *can be included as evidence for Standard 1: Curriculum & Instruction*
 - ☐ Work-Based Learning: overview of a student experience in the WBL program. - *can be included as evidence for Standard 10: Work-Based Learning*

Suggestion: Try to have each presentation include a reference to at least one Marketing course standard that relates to the learning taking place, and at every point that is practical have the students explain how they measured their results – *Marketing Metrics* – is very important.

Advisory Committee Meetings – Submit Documentation by March 31, 2024

Programs should hold at least one Advisory Board meeting in the Fall and at least one in the Spring

Upload the documentation to the website or shared online drive in a folder titled: *Standard 8:*

Advisory Committee.

- ☐ Provide documentation with names and contact information of your active advisory board
- ☐ Invite the Marketing Industry Certification Coordinator and Marketing Program Specialist to your advisory board meeting(s).
- ☐ Provide minutes from an advisory board meeting.

Industry Certification Manual ~ Completed by March 31, 2024

Provide a link to the website or upload to the online drive the completed manual with documentation and evidence. Can create a separate link/folder for each standard. If you have a question, don't hesitate to send an email and ask.

- ☐ Each Standard question should be answered fully in a different color font than the manual text, and evidence should be provided for whenever applicable. Evidence may include pictures, lesson plans, brochures, student work samples, letters, certificates, minutes from meetings, etc. Suggested dates for completion are indicated to assist with time management.
 - ☐ Standard 1: Curriculum and Instruction (October)
 - ☐ Standard 2: Equipment and Facilities (October)
 - ☐ Standard 3: Educational Resources (November)
 - ☐ Standard 4: Instructional Staff (November)
 - ☐ Standard 5: DECA (February)
 - ☐ Standard 6: Student Career Development (December)
 - ☐ Standard 7: Marketing and Promotion (December)
 - ☐ Standard 8: Advisory Committee (December, March)
 - ☐ Standard 9: Work-Based Learning (January)
 - ☐ Standard 10: Program Evaluation (February)

Additional Documentation ~ Completed by March 31, 2024

- ☐ Program Photos: Please add a link or folder titled: SCHOOL NAME Program Photos.
Include 5-10 digital images that you would like shared to recognize your program.

Final Evaluation: On-Site Certification Visit

Date & Time: _____

- ☐ Introductions: System and School administrator(s), Advisory Board representative(s), Marketing teachers, DECA officers, student leadership
- ☐ Marketing Student Presentations: students should present 3 DECA competition quality presentations. The presentations should showcase the program. At least one should be a DECA project the other 2 should highlight the student experience at the school including pathways offered, student-centered projects, DECA and the SBE.
- ☐ Marketing Program Overview and Plan Presentation: marketing educator(s) should present on the impact of industry certification, program development and updates over the past five years, plans for the future and IC fund purchases.
- ☐ Tour of Facilities: tour of all marketing classrooms, lab space and school-based enterprise
- ☐ AMA Q & A with Educators, Students and Administrators

Marketing Industry Re-Certification 2024

SYSTEM: _____

SCHOOL: _____

TEACHER(S): _____

PATHWAY(S): _____

Initial Walk-through ~ Completed by December 15, 2023

Date & Time: _____

- ☐ Classroom Layout: designated presentation space, ability to see presentation from all angles, tables for collaboration
- ☐ Educational Technology: current technology, appropriately installed, adequate for number of students
- ☐ Teacher Office: appropriate area designed for communication with industry/community members
- ☐ School-Based Enterprise: designated, appropriate selling space, merchandising, customer space and POS system
- ☐ Environment: student work samples, up to date resources, DECA presence
- ☐ Promotion Lab: evidence of safety protocols, equipment in good working order
- ☐ Teacher Q & A
- ☐ IC Fund Plans

Teacher Qualifications ~ Completed by February 15, 2024

Upload the file(s) to the website or shared online drive in a folder titled: *Standard 4: Instructional Staff*.

- ☐ Each teacher in the program should provide a professional resume, curriculum vitae, or a brief introduction video that should include the following information:
 - ☐ Name
 - ☐ Pathways, courses taught
 - ☐ Years of Experience
 - ☐ Professional Organizations

Student Video Presentations ~ Completed by March 15, 2024

Upload the files separately and title appropriately to the website or online shared drive.

- ☐ Please upload at least 3 videos of student presentations. The presentations should be between 3-5 minutes. Be sure to have permission and media release documentation. Some ideas for topics:
 - ☐ School-Based Enterprise: Provide a virtual tour of the SBE and present what they have learned, discuss vendor selection, inventory process, customer service, etc. *can be included as evidence for Standard 2: Equipment & Facilities*
 - ☐ DECA: An overview of the DECA chapter, membership recruitment, officer selection and training, community service, competition, etc. – *can be included as evidence for Standard 5: DECA*
 - ☐ Project-Based Learning: Utilize a presentation from a project that you already assign in your classroom. - *can be included as evidence for Standard 1: Curriculum & Instruction*
 - ☐ Work-Based Learning: overview of a student experience in the WBL program. - *can be included as evidence for Standard 10: Work-Based Learning*

Advisory Committee ~ Submit Documentation by March 31, 2024

Programs should hold at least one Advisory Board meeting in the Fall and at least one in the Spring.
Upload documentation to the website or shared online drive in a folder titled: *Standard 8: Advisory Committee*.

- ☐ Provide documentation with names and contact information of your active advisory board
- ☐ Invite the Marketing Industry Certification Coordinator and Marketing Program Specialist to your advisory board meeting(s).
- ☐ Provide minutes from an advisory board meeting.

Re-Certification Program Overview Manual

- ☐ Re-Certification Program Overview
 - ☐ Standard 1: Curriculum and Instruction (October)
 - ☐ Standard 2: Equipment and Facilities (October)
 - ☐ Standard 3: Educational Resources (November)
 - ☐ Standard 4: Instructional Staff (November)
 - ☐ Standard 5: DECA (February)
 - ☐ Standard 6: Student Career Development (December)
 - ☐ Standard 7: Marketing and Promotion (December)
 - ☐ Standard 8: Advisory Committee (December, March)
 - ☐ Standard 9: Work-Based Learning (January)
 - ☐ Standard 10: Program Evaluation (February)

Additional Documentation

- ☐ Program Photos: Please add a link or folder titled: SCHOOL NAME Program Photos.
Include 5-10 digital images that you would like shared to recognize your program.

Final Re-Certification Visit

Date & Time: _____

- ☐ Introductions: System and School administrator(s), Advisory Board representative(s), Marketing teachers, DECA officers, student leadership
- ☐ Marketing Student Presentations: students should present 3 DECA competition quality presentations. The presentations should showcase the program. At least one should be a DECA project the other 2 should highlight the student experience at the school including pathways offered, student-centered projects, DECA and the SBE.
- ☐ Marketing Program Overview and Plan Presentation: marketing educator(s) should present on the impact of industry certification, program development and updates over the past five years, plans for the future and IC fund purchases.
- ☐ Tour of Facilities: tour of all marketing classrooms, lab space and school-based enterprise
- ☐ AMA Atlanta Q & A with Educators, Students and Administrators