

**INDUSTRY CERTIFICATION STANDARDS
FOR MARKETING AND HOSPITALITY/TOURISM CLUSTER
PATHWAYS
CERTIFYING BODY:
AMERICAN MARKETING ASSOCIATION (AMA), ATLANTA CHAPTER**

Written evidence of all Industry Certification standards is required to be submitted electronically to the Industry Certification (IC) Coordinator prior to the final IC Review. A hard copy notebook of written evidence, pictures and other forms of validation is required by the AMA Review Team on the day of the final review.

I. INSTRUCTION

Standard 1: Classroom curriculum and instruction for the Marketing and/or Hospitality/Tourism Cluster Pathway are 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 and/or Hospitality/Tourism Pathway 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 and/or Hospitality/Tourism 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 and/or Hospitality/Tourism 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 and/or Hospitality/Tourism Pathway was 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 and/or Hospitality/Tourism?
- 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 pathway provide a variety of learning activities and methods of assessment in order to accommodate students with diverse needs?
- f. Does the pathway 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 and/or Hospitality/Tourism 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 appropriate for the curriculum in order to build the student's knowledge and skill base?

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

Indicator 1.1A. Marketing and/or Hospitality/Tourism 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 and/or Hospitality/Tourism Pathway articulated with the local postsecondary institutions (college and/or technical college)?

Standard 1.2: Marketing and/or Hospitality/Tourism Pathway standards are acceptable to business and industry.

Indicator 1.2A. Marketing and/or Hospitality/Tourism standards are validated by the American Marketing Association (AMA), and/or local advisory committees.

Standard 1.2A

Evidence:

- b. Are revised Marketing and/or Hospitality/Tourism standards validated by the American Marketing Association (AMA), and/or local advisory committees?

II. EQUIPMENT/FACILITIES

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

Standard 2. Equipment found in the Marketing and/or Hospitality/Tourism Pathway is appropriate as specified by the certifying body and is 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 the Georgia Department of Education.
- Indicator 2B. School-Based Enterprise conditions allow the student to learn the effective use of technology in order 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 per year for the instructor's use in purchasing consumable supplies?

- g. Is an area separate from the classroom/SBE 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 coordination of business/community interaction with business partners, advisory committee members, internship sponsors, etc.?
- 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/SBE suitable for large-group, small-group, and student work?
- l. If a SBE is present, is this a separate area for additional applied instruction?
- l. Does the SBE have equipment and resources comparable to a current marketing work place?

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 w/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 these 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 digital video instruction by LCD
1	DVD/VCR combination; or these separate components of multiple media
1	25-inch Color Television or Equivalent Monitor/LCD Linakge for the class
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) if applicable to setting
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">• PC Computer work station• CDR or comparable memory module/zip drive• Digital camera• CD ROM Internal• Ethernet Card• DVD player w/Cable Connection• Multimedia Projector or Large Television Interface System• Overhead Projector Access• Portable Cart |

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 Point –of-Sale (POS) Cash Register (1)
- Laser Printer (1)
- Electronic Printing Calculators (2)
- Labeling Machine (1)
- Microcomputers for data collection
- 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 have the adaptability to address the needs of all student populations.

Indicator 3A. Appropriate, up-to-date multimedia materials (i.e., multimedia projectors, video equipment, smart boards, Point of Sale (POS) Cash Registers, etc.) are readily available in the classroom/SBE.

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

Indicator 3C. Business representatives are identified and utilized in the instructional program as guest speakers, business partners for student projects, internship sponsors, etc.

Standard 3: Learning Resources

Evidence:

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

IV. INSTRUCTIONAL STAFF

Standard 4: The Marketing and/or Hospitality/Tourism Pathway is compatible with state and local board of education policies, and accrediting commission standards.

Indicator 4A. Marketing and/or Hospitality/Tourism personnel meet appropriate state requirements for the position.

Indicator 4B. Marketing and/or Hospitality/Tourism personnel participate in selected business/industry and community organizations.

Indicator 4C. Marketing and/or Hospitality/Tourism personnel participate in state-sponsored professional development conferences, workshops, etc. in the appropriate pathway.

Indicator 4D. Marketing and/or Hospitality/Tourism personnel participate in occupational updates relative to their pathway.

Standard 4: Instructional Staff

Evidence:

- a. Is documentation available to verify that the instructor(s) meets state requirements for the position?
- b. Does the 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, an entrepreneurial venture, or job shadowing (20 hours) within the last five 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 ten 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 (AMA, ACTE, GACTE, GMEA, etc.)?

Standard 4.1: Responsibility for the Marketing and/or Hospitality/Tourism personnel is assigned by the local school administration in consistence with state and local policies.

Indicator 4.1A. Marketing and/or Hospitality/Tourism personnel are assigned responsibility for directing the activities of the classroom and SBE; for assisting the WBL Coordinator with WBL activities, and for assisting guidance with the coordination of postsecondary school opportunities.

Standard 4.1

Evidence:

- a. Is documentation of the rules, regulations, policies, and procedures provided that supports coordination between the school and work site (provided that WBL opportunities are available)?
- 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 (noted in Standard 4.1) have been monitored and evaluated?

V. DECA

Standard 5: DECA is a critical component of the co-curricular model of instruction and career preparation in the Marketing and/or Hospitality/Tourism Pathway. DECA is the only professional student organization for Marketing and Hospitality/Tourism students, and affiliation/participation is available on the local, state, and national levels.

Indicator 5A. Membership recruitment/affiliation for students, advisor(s), and ancillary groups (such as alumni, professional, and administration) 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. Participation in competitive-event learning activities and group projects is supported in the curriculum and organizational structure of the pathway.

Standard 5: DECA

Evidence:

- a. Does the Marketing and/or Hospitality/Tourism Pathway 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 a leadership development activity for students with a minimum of five 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 five 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 and/or Hospitality/Tourism Pathways. This statement identifies the elements required to provide students with an integrated array of marketing and/or hospitality/tourism experiences as a component of Career Technical and Agricultural Education.

- Indicator 6A. The Marketing and/or Hospitality/Tourism Pathway 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 and/or Hospitality/Tourism Pathway provides students with a planned program for developing occupational skills and employment experiences related to a chosen career focus area.
- Indicator 6C. The Marketing and/or Hospitality/Tourism Pathway 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 and/or Hospitality/Tourism Pathway 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/or Hospitality/Tourism Pathway facilitates collaboration among secondary and postsecondary educators, administrative and supervisory personnel, business and industry representatives, and advisory committee members.
- Indicator 6F. The local school system supports the development of Marketing and/or Hospitality/Tourism Pathway 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 and/or Hospitality/Tourism Pathway?
- b. Does the Marketing and/or Hospitality/Tourism curriculum include a unit on career development and career guidance?
- c. Does the Marketing and/or Hospitality/Tourism Pathway provide students with the opportunity to investigate postsecondary educational options and career options?
- d. Does the Marketing and/or Hospitality/Tourism Pathway 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 and/or Hospitality/Tourism Pathway expenditures?
- f. Is there evidence that the Marketing and/or Hospitality/Tourism teacher has input in the budgeting process?
- g. Does the Marketing and/or Hospitality/Tourism Pathway 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 and/or Hospitality/Tourism Pathway 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 and/or Hospitality/Tourism Pathway are focused on the needs, interests, and career goals of students and the business/industry community.

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

Indicator 7D. The marketing plan for the pathway includes an evaluation component.

Standard 7: Marketing and Promotion

Evidence:

- a. Is there a prepared marketing plan for the current promotion of the pathway 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 pathway?
- c. Is there supporting evidence of student presentations to promote the pathway 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 and/or Hospitality/Tourism Pathway.

Indicator 8A. The advisory committee for the Marketing and/or Hospitality/Tourism Pathway should be a separate or additional subcommittee of the general Career, Technical and Agricultural Education committee. The committee should be composed of 51% business and industry personnel, along with the teacher, a counselor, an administrator and a parent.

Indicator 8B. Pathway planning 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 pathway advisory committee meets on a regularly established basis (suggested quarterly meetings) to review implementation of the goals.

Indicator 8D. The pathway advisory committee assists with projects for students (related to their business), program projects, internships, mentorships and judging for DECA competitive events, trend information for teachers and more.

Standard 8: Advisory Committee

Evidence:

- Is there documentation to support the membership/profile of the advisory committee for the program?
- Are there minutes of meetings and supporting documentation of involvement and participation by the advisory committee?
- 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.

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 curriculum 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 enrolling in the pathway 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 (Planned and directed by WBL Coordinator in cooperation with the Marketing and/or Hospitality/Tourism teacher).

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 and/or Hospitality/Tourism Pathway 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 and/or Hospitality/Tourism Pathway is utilized.

Indicator 10C. Marketing and/or Hospitality/Tourism 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 and/or Hospitality/Tourism Pathway 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 Marketing and/or Hospitality/Tourism student in the WBL 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 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 work-site supervisor works cooperatively with the Marketing and/or Hospitality/Tourism teacher to 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 and/or Hospitality/Tourism teacher.
- 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. The work-based learning coordinator makes at least one supervised visit per grading period to the student's work site.

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 that the WBL coordinator is actively soliciting prospective employers from a variety of industries?
- e. Is the WBL coordinator 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 and/or Hospitality/Tourism Pathway is continuous and consistent with the mission statement.

Indicator 11A. An evaluation of the pathway 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 pathway 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 the American Marketing Association (AMA)?
- b. Is there evidence to support the involvement of advisory committee members in the evaluation process and communicated to AMA?
- c. Have recommendations from the evaluative efforts been utilized for program modification and communicated to AMA?