

**INDUSTRY CERTIFICATION STANDARDS
FOR MARKETING AND HOSPITALITY/TOURISM**

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

IMPORTANT NOTES:

Submission of the electronic manual and display of the hard copy manual on the day of the final review is a requirement for first-time certifications and re-certifications. For re-certifications, the electronic manual and the hard copy manual will involve a revision of the original or previous manuals 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.

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 and 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 in order 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: 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, Move On When Ready (MOWR), 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 (see appendix) and the Georgia Department of Education Web site.

- Indicator 2A. Appropriate equipment is provided according to the guidelines established by the certifying body (AMA) 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 appendix (pages A1 – A11) for the following guidelines concerning facilities and equipment. The bullet points below note the information found on each page of the appendix.

- Suggested Layout for the “Basic” Marketing and Hospitality/Tourism Multi-Use Lab (A1). Square footage requirement and tips are listed for the classroom, lab (SBE), teacher’s office and storage room. Most systems/schools follow the “Basic” Multi-Use specifications when building or renovating a school.
- Suggested Layout for the “Model” Marketing and Hospitality/Tourism Multi-Use Lab (A2). Square footage requirement and tips are listed for the classroom, lab (SBE), teacher’s office and storage room.
- Suggested Layout for the Hospitality/Tourism Suite (A3). Square footage requirement and tips are listed for the classroom, lab (SBE), teacher’s office and storage room.
- Suggestions for equipment for the Multi-Use classroom, along with average price ranges (A4).
- Suggestions for equipment for the Multi-Use classroom, along with average price ranges continued and teacher’s office equipment, along with average prices (A5).
- Suggestions for additional equipment for Fashion, Merchandising & Retail Management Classroom and the Hospitality, Recreation and Tourism classroom (A6).
- Suggestions for equipment for the Traditional School-Based Enterprise lab (A7).
- Suggestions for equipment for the Coffee House School-Based Enterprise lab (A8).
- Suggestions for the equipment for the Advertising & Promotions School-Based Enterprise lab (A9).
- Suggestions for the Special Events/Conference Center School-Based Enterprise lab (A10).
- Suggestions for the Special Events/Conference Center School-Based Enterprise lab continued (A11).

LEARNING 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: Learning 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 Train-the-Trainer 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?

MISSION AND STRUCTURE – STANDARD # 6

Standard 6: A written mission statement reflects the philosophy and purpose of the Marketing or Hospitality/Tourism Program. 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 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 local school system supports the development of Marketing or Hospitality/Tourism Program opportunities, including providing adequate resources that are congruent with the philosophy of the school system.

Standard 6: Mission and Structure

Evidence:

- a. Is there a written mission statement for the Marketing or Hospitality/Tourism Program?
- b. Does the Marketing or Hospitality/Tourism curriculum include a unit on career development and career guidance?
- c. Does the Marketing or Hospitality/Tourism Program provide students with the opportunity to investigate postsecondary educational options and career options?
- d. Does the Marketing or Hospitality/Tourism 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 program expenditures?
- f. Is there evidence that the Marketing or Hospitality/Tourism teacher has input in the budgeting process?
- g. 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?

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.

Evidence:

- Is there documentation to support the membership/profile of the advisory committee for the program?
- Are there minutes of meetings and/or other supporting information outlining the involvement and participation of the advisory committee?
- 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?

STUDENT ADMISSION CRITERIA – STANDARD # 9

Standard 9: Systemic pre-admission criteria is in place to guide student admission (i.e., application, interview, recommendations, career objective, etc.). Class release for student employment should NOT be the primary admission criteria.

- Indicator 9A. Students are required to participate in a pre-admission process as noted above.
- Indicator 9B. Career guidance information concerning the program is disseminated to students prior to the admission process.
- Indicator 9C. The student enrollment in the Marketing or Hospitality/Tourism Program is in accordance with the student’s personal interests and/or career aspirations.
- Indicator 9D. Marketing or Hospitality/Tourism personnel provide students and parents/guardians with an orientation to the program prior to enrollment.

Standard 9: Student Admission Criteria

Evidence:

- a. Is there evidence to support pre-admission processes/procedures prior to program admission?
- b. Is there a concrete evaluative method used to identify career interests?
- c. Is career information provided to students?
- d. Are students asked why they desire to participate in the program?
- e. Is there a program orientation for students and parents/guardians?

f. Are the student's goals and expectations for joining the program monitored?

WORK-BASED LEARNING – STANDARD # 10

Standard 10: 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 10A. 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 10B. The Work-Based Learning (WBL) Coordinator confers with the Marketing or Hospitality/Tourism teacher about appropriate placements for students in these disciplines.
- Indicator 10C. 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 10D. The Work-Based Learning Coordinator keeps the teacher informed of the students' progress and/or problems on the job.
- Indicator 10E. 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 insure compliance with all federal, state and local labor laws.
 - The teacher works with the WBL coordinator to insure 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 10: Work-Based Learning

Evidence:

- Does the Marketing or Hospitality/Tourism teacher inform the Work-Based Learning Coordinator about marketing/management contacts who are interested in having an intern?
- Is the Marketing or Hospitality/Tourism teacher informed as to his/her students who are participating in the Work-Based Learning Program?
- Is the Marketing or Hospitality/Tourism teacher kept informed as to his/her students' progress on the job?
- 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 10E?

PROGRAM EVALUATION – STANDARD # 11

Standard 11: Evaluation of the Marketing or Hospitality/Tourism Program is continuous and consistent with the mission statement and the recommendations of the American Marketing Association of Atlanta (provided the program is certified or re-certified).

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| Indicator 11A. | An evaluation of the Marketing or Hospitality/Tourism Program is conducted annually to ensure that the program is consistent with the mission statement and continues to comply with certification requirements. |
| Indicator 11B. | The local advisory committee assists with the evaluation process and documents the evaluation's findings. |
| Indicator 11B. | Data from the evaluation of the Marketing or Hospitality/Tourism Program is utilized for continuous improvement of the program. |

Standard 11: Evaluation

Evidence:

- Does the Marketing or Hospitality/Tourism Program have a documented program evaluation each year which furthers the mission statement and shows progress toward meeting the American Marketing Association (AMA) recommendations, noted in the formal letter following the last certification?

- b. Is there evidence to support the involvement of advisory committee members in the evaluation process?
- c. How has the program evaluation resulted in validation of current practices and/or changes and improvements?