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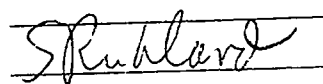
ABSTRACT

A study of marketing education teacher preparation programs was conducted in order to provide baseline data. Fifty-three marketing education programs were identified and a survey instrument was mailed to their administrators. Forty-one of the administrators (77 percent) provided usable responses. The study found that traditional teacher education preparation programs continue to reflect credit requirements that meet general education, occupational specialization, and professional education components. Recent educational reform efforts have focused on the expectations of higher education to increase the standards and to change the preparation and requirements of licensure for teachers. The majority of degrees offered by institutions that offer teacher education in marketing are bachelor's degrees in marketing education. Preservice marketing education programs require an average of 127 credit hours to complete the degree. In the study, teacher educators identified a variety of courses required for curriculum or teaching methodology. Opportunities for students to enroll in courses other than classroom or independent study were limited. Based on the findings of the study, recommendations were made for further research to identify curriculum changes that are essential to updating marketing education programs, to determine the feasibility of an internship option, and to deliver alternate delivery modes for students to use to complete degrees other than on campus. (Contains 12 references.) (KC)

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**MARKETING EDUCATION CERTIFICATION PROGRAMS:  
STATUS AND FUTURE DIRECTIONS**

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**ABSTRACT**

The traditional teacher education preparation program continues to reflect credit requirements that meet general education, occupational specialization (i.e. business, marketing, and technology) and professional education components. In addition, the instructional development and delivery, laboratory organization, and evaluation of student progress are still part of the overall program components. Recent educational reform efforts have focused on the expectations of higher education to increase the standards and to change the preparation and requirements of licensure for teachers. Thus, the purpose of this study was to assess the current status of the preservice Marketing Education program. The population for this study consisted of 53 program administrators for preservice Marketing Education programs.

The majority of degrees offered in colleges and institutions is a BS or equivalent degree in Marketing Education. Preservice Marketing Education programs require an average of 127 credit hours to complete the degree. Teacher educators identified a variety of course required for curriculum or teaching methodology. Limited opportunities currently exists for students to enroll in courses other than classroom or on an independent study basis. Based upon the findings, recommendations were proposed.

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## Certification Programs

### INTRODUCTION

During the past decade, educational reform efforts were encouraged by the 1983 release of the National Commission on Excellence in Education's report (National Commission on Excellence in Education, 1983). The reform efforts focused on the expectations of higher education to increase the standards and to change the preparation and requirements of licensure for teachers. (Carnegie Forum on Education and the Economy, 1986; Holmes Group, 1986; and Goodlad, 1994). As a result of these reform efforts, teacher education programs are being evaluated and several changes are being presented to reflect the reform efforts.

The evaluation of teacher education programs is complex, and integrating these efforts will result in change from the way things have traditionally been done in the past. Several topics are being discussed as they relate to change. First, the review of program requirements which consist of general education and specific courses related to teaching experiences and state certification requirements. Teacher education programs have changed over the years, but most still follow the general education and subject-specific methods and curriculum courses (Andrew, 1990 & Goodlad, 1994). A second topic being addressed is the post-baccalaureate or fifth-year program (Goodlad, 1994; Talbert & Camp & Heath-Camp, 1992). This program usually focuses almost exclusively on state licensing requirements and offers the option of adding courses

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to meet requirements for the institution's master's degree. A third topic of discussion has been alternative certification. Finch and O'Reilly (1988) defined alternative certification as any system of teacher certification that permits individuals who have not completed a preservice teacher education program to enter the teaching profession. Alternative certification is one way of addressing the predicted shortage of certified teachers (Waters, 1988; Ruhland & Wilkinson, 1994).

Preservice vocational education programs have focused on the role, expectations, and requirements placed upon the graduates of the program. As these expectations continue to evolve, so must teacher education programs. The delivery model in which vocational teachers are prepared often reflects each state's certification requirements, the location of the vocational teacher preparation institution, and the supply of teachers within each state.

Lynch (1994) conducted a study that focused on vocational teacher education as it exists today in U.S. colleges and universities. The study reviewed current vocational teacher education programs to identify the role and expectations of graduates. A key question raised by Lynch was "do current teachers being produced possess the knowledge and skills needed in today's vocational and technical classrooms?" (p. 171). He concluded that there does not appear to be a conceptual framework undergirding vocational teacher education.

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The questions raised by Lynch (1994), along with the questions raised for teacher education programs support the educational reform efforts. Directly impacting marketing education, Smith (1992) stated "the major education reform endeavors that are being actuated in the states including the upgrading of selection, preparation, and certification of teachers will affect all teacher education; and ultimately vocational teacher education, and more specifically marketing teacher education" (p. 12). An evaluation of the preservice program requirements, methods of delivering instruction, and course changes are essential in order to identify the current status of preservice Marketing Education programs.

The findings from these studies suggest a foundation for which preservice Marketing Education programs be reviewed to assess if current programs are providing graduates with the theory, knowledge, understanding, and skills needed to enter the teaching profession. In addition to reviewing the program components, the present modes of delivery in preservice vocational education programs also need to be reviewed. Preservice traditional, undergraduate vocational teacher education programs are primarily delivered through on-campus course work (Glenn & Walter, 1990). The development of telecommunication and satellite transmission of video and voice has brought new opportunities to deliver preservice program courses.

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Changes in the role and function of preservice Marketing Education programs will impact the organization and delivery of the program. Reorganization, modernization, and redirection will be just a few of the changes teacher educators will be experiencing as they move into the year 2000. Therefore, this study assessed the current status of the preservice Marketing Education program.

### Purpose and Research Questions

The purpose of this study was to provide baseline data on the preservice Marketing Education program. Specifically the study was designed to answer the following questions:

1. What degrees do institutions currently grant in Marketing Education? How many institutions offer certification only in Marketing Education?

2. What is the total number of credit hours required for a baccalaureate degree in Marketing Education? Specifically, what is the number of credit hours required for: (a) general education, (b) secondary professional education, (c) technical (marketing) education, and (d) professional (marketing) education?

3. Is an internship option available in place of the student teaching requirement?

4. What curriculum development courses are required for the preservice Marketing Education program?

5. What teaching methodology courses are required for the preservice Marketing Education program?

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6. How are institutions responding to alternative delivery modes for preservice Marketing Education programs?

### Methodology

#### Population

Program administrators for preservice Marketing Education programs were surveyed to obtain data for this study. Each institution of higher education in the United States with a program to prepare marketing education teachers was included in this study. The list of program administrators was obtained from the 1994 Directory of Leaders in Marketing Education compiled yearly by the Marketing Education Association in Columbus, Ohio. From this list, 53 program administrators were identified to be part of this study.

#### Design and Instrumentation

A draft copy of the survey instrument was developed for review by three marketing education teacher educators. Improvements and revisions were made to the final instrument. The survey consisted of six questions, with an open-ended question included to obtain an initial perspective as to alternative delivery modes of providing instruction in marketing education that each institution was considering at this time.

The initial questionnaire, along with a cover letter, and a return envelope, was mailed in early January, 1994. A follow-up letter and questionnaire were mailed to nonrespondents in February, 1994. Telephone follow-up to 8

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(15%) nonrespondents was made after the return date for the second mailing. There were 47 (89%) questionnaires returned, of which 41 (77%) provided data for inclusion in this study.

### Results

The findings as presented here are based on responses from 41 of the 53 program administrators of preservice Marketing Education programs in the United States. The findings are reported for each of the research questions.

#### Degrees Offered in Marketing Education

The majority of degrees granted by colleges and universities with preservice Marketing Education programs are a BS or equivalent degree in Marketing Education with 29 (71%) institutions reporting this degree. A MS in Marketing Education is offered in 16 (39%) institutions, and 8 (20%) institutions offered a combined BS or equivalent degree in Business and Marketing Education. Twenty-one (50%) institution offered courses for certification or post-baccalaureate in Marketing Education. Table 1 presents the marketing education degrees offered in colleges and universities with a preservice Marketing Education program.



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Table 1

Colleges and Universities with Marketing Education Teacher Programs

State	Institution	Mix	Degree								
			BS M's/Bus	BS Mkt	MS MED	Mis	EdD Mkt	PhD Post-Sec	Cert Voc Ed	MS Other	
AL	Auburn University		x		x						
AR	University Central Arkansas		x								
AZ	Arizona State University*										
CT	Central Connecticut State University*										
FL	University of South Florida	x		x					x		
	University of West Florida								x		x
GA	Georgia State University*										
	University of Georgia	x		x					x		x
ID	University of Idaho		x	x						x	
IL	Illinois State University		x						x		
	Southern Illinois University										x
IN	Ball State University	x		x							
KS	Emporia State University*										
KY	University of Kentucky								x		
LA	Nicholls State University*										
MI	Central Michigan University		x								
	Eastern Michigan University		x		x					x	
	Western Michigan University		x							x	x
MN	University of Minnesota			x					x		x
MO	University Missouri-Columbia		x			x	x	x	x		
MS	Mississippi State University										x
NC	Appalachian State University		x		x						
	Eastern Carolina University		x						x		
	Fayette State University	x							x		
	North Carolina State University	x		x	x				x		
	University North Carolina-Greensboro	x	x	x		x			x		x
ND	University North Dakota	x								x	

\*Program administrators not reporting data for inclusion in this study. \*Program no longer in existence.

(table continues)

## Certification Program

Table 1

Colleges and Universities with Marketing Education Teacher Programs

State	Institution	Mkt	Degrees							
			BS	BS	MS		EdD	PhD	Cert	MS
			Mkt/Bus	Mkt	MED	Mkt	Mkt	Post-Bac	Voc Ed	Other
NE	University of Nebraska	x		x		x	x	x		
NH	New Hampshire College	x								x
NJ	Montclair State College	x								
	Rider College		x	x	x					
	Trenton State College*									
NY	Buffalo State College		x					x		
OH	Bowling Green State University	x								x
	Kent State University	x						x		
	The Ohio State University									x
OK	University Central Oklahoma		x		x					
OR	Oregon State University							x		
	Southern Oregon State College									x
PA	Indiana University of Pennsylvania*									
	Temple University*									
TN	Middle Tennessee State University	x	x	x						x
	University of Memphis State					x				
	University of Tennessee*									
TX	Southwest Texas State University	x		x						
	University of Houston*									
	University of North Texas*									
UT	Utah State University*									
VA	Old Dominion University	x		x						
	Virginia Polytechnic Institute	x						x	x	x
WI	University of Wisconsin-Stout		x							x
	University of Wisconsin-Waterloo	x	x	x				x		
WV	Marshall University		x		x					

\*Program administrators not reporting data for inclusion in this study. \*Program no longer in existence.

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The "other" degree programs and the number of institutions offering these programs include: (a) BS Vocational Education, 1; (b) BS Technology Teaching, 2; (c) MS Business Education with an emphasis in Marketing Education, 2; (d) EdSp Vocational Education, 1; (e) BS Education with an emphasis in Workforce Education and Development, 1; (f) BS Education with an emphasis in Business and Industry Education, 1; (g) EdS and EdD in Occupational Studies, 1; and (h) EdD and PhD in Vocational Technical Education, 1.

### Total Number of Credit Hours Required for the Preservice Marketing Education Program

Total credit hours required for the preservice Marketing Education program ranged from 120 to 143 credit hours. The average number of credit hours was 127. Three institutions offer the program on a quarter system, with a range of 182 to 215 credit hours. The average number of credit hours and percent of total hours required for each of the following areas include: (a) general education, 46 (36%) credit hours; (b) secondary professional education, 24 (19%) credit hours; (c) technical/specialized (marketing) education, 31 (24%) credit hours; (d) professional (marketing) education, 20 (16%) credit hours; and (e) 6 (5%) credit hours identified as electives.

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Is an Internship Option Available in Place of the Student Teaching Requirement

Four institutions reported an internship option available in place of the student teaching requirement. The internship option offers supervised practical experience for advanced students or recent graduates in business and industry. Institutions offering this option do not require students to complete the student teaching requirement. Universities offering an internship option and credit hours required include: (a) Middle Tennessee State University, 12; (b) Southwest Texas State University, 6; (c) University of Central Oklahoma, 8; and (d) University of Nebraska, 8.

Identify Curriculum Development Courses Required for the Preservice Marketing Education Program

Teacher educators were asked to provide a list of the courses in the preservice Marketing Education program that are related to curriculum development. The courses provided by the participants for research question four may also be listed with research question five (teaching methodology courses required). The list is based upon the interpretation of each teacher educator responding to this survey and what they identify as curriculum and methodology courses at their institution. (Thus a duplication of courses may be listed for the findings reported for research question number four and five.)

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The majority of institutions (53%) reported a specialized Curriculum in Marketing Education course required in the preservice Marketing Education program. The other curriculum related courses and their titles identified by the participants include: (a) 10 (25%) institutions requiring an Introduction to Curriculum/Teaching, (b) 9 (23%) Coordination/Cooperative Education, (c) 5 (13%) Curriculum in Vocational Education, (d) 5 (13%) Organization and Management of Marketing Education, and (e) 4 (10%) Principle of Business Education.

### Identify Teaching Methodology Courses Required for the Preservice Marketing Education Program

Thirty-one (78%) institutions reported a specialized Methods of Teaching Marketing Education course required in the preservice Marketing Education program. The other methodology courses and their titles identified by the participants include: (a) 12 (30%) Methods in Marketing Education, (b) 6 (15%) Coordination/Cooperative Education, (c) 4 (10%) Organization and Management of Marketing Education, and (d) 3 (8%) Methods of Vocational Education.

### What Courses, if any, are Currently Offered Through Alternative Delivery Modes

The University of Central Oklahoma identified four preservice Marketing Education professional courses currently offered through teleconferencing. These courses include Organization and Administration of Marketing Education

Certification Program Programs, History and Philosophy of Vocational Education, Instructional Strategies, and Cooperative Education. Two institutions offer professional marketing education courses through independent study. These institutions and course titles include: (a) Old Dominion University, Organization and Management of Marketing Education Programs; and (b) University of North Dakota, History and Philosophy of Vocational Education, and Coordination Techniques. Ten institutions identified courses, both professional and technical, available through independent study.

Program administrators for preservice Marketing Education programs identified other alternative delivery modes being considered to provide instruction and delivery for preservice Marketing Education programs. Seven (18%) program administrators identified teleconferences and two-way interactive video systems to link with other sites. Program administrators expressed the need to determine the feasibility of providing more professional and certification courses through teleconferencing. One program administrator commented "we are utilizing technology to supervise student teachers, this includes satellite observation, videotapes, and communication via electronic mail". Some program administrators responded that given faculty constraints, combined with present market demand, there is no perceived need for alternative delivery modes to be developed at this time. In addition, most programs have limited resources

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available to purchase the equipment and invest the time to develop these courses.

### Conclusions

Based upon the results of this study, the following conclusions were formulated.

1. The majority of degrees offered in colleges and institutions is a BS or equivalent degree in Marketing Education. However 21 (50%) institutions reported offering certification or post-baccalaureate courses in Marketing Education. This increase may continue as the demand for new teachers is met through alternative certification options.

2. The majority of preservice Marketing Education programs require an average of 127 credit hours to complete the degree.

3. The majority of preservice Marketing Education programs do not offer an internship option. One possible explanation might be that students who are entering the preservice program do intend to teach, and completing the student teaching requirement as part of the preservice program will also meet the state's certification requirements.

4. Teacher educators identified a variety of course titles required for curriculum or teaching methodology. One possible explanation for this might be in how these teachers interpret the course and the content being delivered. A review of the course titles and description would enable a better categorization of courses for these areas.

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5. Limited opportunities currently exists for students to enroll in courses other than classroom or on an independent study basis. This mode of delivery may need to change if reform efforts see an increase in fifth-year or alternative certification programs.

### Recommendations

The following recommendations have been generated as a result of the findings and conclusions from this study:

1. Research is needed to identify the program and curriculum changes that are essential to updating and modernizing preservice Marketing Education programs. What new programs and curriculum are needed to prepare for new teaching roles and to bring programs more in line with educational reform as well as work place and societal trends?

2. Additional research is needed to determine the feasibility of an internshi, option in place of the student teaching requirement for the preservice Marketing Education program. Results form such a study may be useful in establishing a Human Resource Development emphasis as part of the degree program.

3. Research should be conducted to identify alternative delivery modes for professional and technical courses to enable baccalaureate degree and alternative certification students the opportunity to complete the required courses other than on-campus.



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4. A follow-up study should be conducted to identify specific changes in preservice Marketing Education programs and how these changes will ensure high quality Marketing education graduates for tomorrow's workforce.

### Discussion

The purpose of this study was to provide baseline data on the preservice Marketing Education program. As a result, findings from this study have provided data regarding existing programs and directions to evaluate these programs as we continue to enter unprecedented times of continuous change. The results provide a foundation as to where we are, and where we need to go.

It is not surprising to find that most preservice Marketing Education programs are designed to meet each state's certification requirements. Based on this, one also needs to keep in mind the question "are we preparing teachers with the knowledge and skills needed to enter the profession?". Do the existing professional (marketing) education courses provide teachers with the curriculum content to address the new competencies, along with the methodology to ensure that students can deliver the material in the most effective way.

Another critical area that teacher educators may need to address is the development of courses to be offered by alternative delivery modes. As student populations change, and the number of students seeking courses for certification continues to increase, there may be an increase need to

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provide and deliver courses in formats other than the traditional on-campus and day time only options. Teachers employed full-time, and seeking marketing certification are not in a position to attend classes during the day, or commute to attend a class offered at another location. Offering certification courses through teleconferencing is one way of meeting the needs of both students and universities who are faced with low enrollment in daytime classes. Teachers may still think of educational applications of teleconferencing as something in the distant future, and not directly impacting them. Integrating new technologies is not a cure-all, but it could help programs to better serve students.

This study yielded information that may be critical as teacher educators take a serious look at redesigning the preservice Marketing Education program. The findings of this study should be beneficial to institutions that are in the process of changing existing preservice Marketing Education programs. It is becoming increasingly difficult to deliver this program as we have in the past. New designs and innovative curriculum and delivery techniques to meet the contemporary student workplace needs are essential. This will enable students to better access and complete the program degree requirements in order to provide a qualified pool of applicants for future teaching positions.

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