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**A STUDY TO DETERMINE THE
FEASIBILITY OF ESTABLISHING A DUAL
MARKETING/BUSINESS EDUCATION TEACHER CERTIFICATION
CURRICULUM IN VIRGINIA COLLEGES AND UNIVERSITIES**

**A Research Paper
Presented to the Graduate Faculty
of the Department of Occupational and Technical Studies
at Old Dominion University**

**In Partial Fulfillment
of the Requirements for
the Master of Science in Education Degree**

**By
Joy D. LaLonde
February 1994**

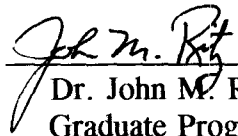
APPROVAL PAGE

This research paper was prepared by Joy D. LaLonde under the direction of Dr. John M. Ritz in OTED 636, Problems in Education. It was submitted to the Graduate Program Director as partial fulfillment of the requirements for the Degree of Master of Science of Education.

APPROVAL BY:

Dave Netherton
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2-17-94
Date

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CHAPTER I

INTRODUCTION

Marketing education and business education have always been separate programs in Virginia universities, colleges and public schools. Currently Virginia post-secondary institutions offer only one or the other endorsements in a bachelor's program. Budget cuts, high school graduation requirements and college entrance requirements have made it more difficult to recruit high school students into the secondary marketing and business classes, resulting in smaller classes. A dual certification program at the college level would enable teachers to teach either marketing courses or business classes at the secondary level. The possible effects of this may be more teaching opportunities for teachers with the combined endorsements, lower cost for public schools in offering courses, less overlap in the classes taught and greater cooperation between teachers of these classes. Many factors must be taken into consideration before making any decisions. In order to stay abreast of the changes in marketing and business education, Virginia post-secondary institutions should investigate the possibility of establishing a dual certification bachelors degree program.

STATEMENT OF THE PROBLEM

The problem of this study was to determine the

feasibility of establishing a dual marketing/business education teacher certification curriculum in Virginia colleges and universities.

RESEARCH GOALS

The following questions were established to guide this research:

1. What should the requirements for teacher certification in marketing education be?
2. What should the requirements for teacher certification in business education be?
3. Can the two certification requirements be combined into one teacher education program?

BACKGROUND AND SIGNIFICANCE

In Virginia, business and marketing education have always been separate entities, unlike New York and other states where they have been merged together. Teacher certification programs in Virginia colleges and universities have also been separate. Some of the marketing and business education courses are very similar, thus allowing teachers with certification in marketing education to teach some of the business courses. In Norfolk, Virginia, marketing education certified teachers can teach basic business courses such as keyboarding, business law, economics and introduction to business (Bailey, 1993). Bailey said that

without these opportunities, many teachers would not have classes to teach. By having dual certification, both groups would be eligible to teach either marketing or business courses on the secondary level. More job opportunities would be available to these dually certified teachers.

Public schools are currently receiving less state and federal funding for supervision and are being forced to cut their spending (Brown, 1993). One by one school systems are combining the marketing and business education supervisory positions into one position. In this situation an educator from one or the other disciplines is selected to supervise both programs. A supervisor with a dual certification would be very advantageous. He or she would know the programs and, more than likely, would not be biased about one or the other subjects.

There are several significant advantages of this certification theory (Lewis, 1993). For the dually endorsed educator there would be a greater chance of finding or keeping a job as well as having a better understanding of the importance of both high school programs. For the schools the cost of hiring one dually certified teacher could be much less than employing two teachers. There is doubt among educators as to the feasibility and the benefits of a dual business/marketing education endorsement (Netherton, 1993). Business education classes have typically had larger enrollment numbers than those of

marketing education classes. A combination of endorsements could lead to the combination of the programs on the secondary level and a loss of jobs for marketing educators.

LIMITATIONS

The following limitations provide boundaries for this study.

1. Only Virginia colleges and universities were studied.
2. The maximum amount of credit hours in a bachelors program could be no more than 120 semester hours (State Council of Higher Education for Virginia Policies and Procedures for Program Approval, 1993).

ASSUMPTIONS

Assumptions for this study included:

1. There was a need for a marketing/business education teacher certification.
2. There were enough common courses between the business and marketing degree requirements to warrant a combined certification for teachers.
3. Both curricula were beneficial to students.

PROCEDURES

A survey was developed to determine the courses that should be included in a program for marketing and for business education teacher certification. This survey was

sent to all of the institutions in Virginia that offer a marketing education degree and to most of the Virginia institutions that offer business education degrees. After analyzing the data and determining what courses were necessary, a combined curriculum for dual certification was created. Additional information was requested from the various state colleges and universities throughout the nation that currently offer a combined endorsement. This helped to assess the possible effects of the newly created marketing/business certification curriculum.

DEFINITION OF TERMS

The following terms are defined to assist the reader through this study.

Business Education - education for those preparing or engaged in clerical, bookkeeping, keyboarding or other office-type activities.

Certification - given to teachers that have met the requirements determined by the state for teaching in a particular subject area.

Endorsement - in this study certification and endorsement have the same meaning.

Marketing Education - "education for those preparing or

engaged in marketing goods or services to the public, including all retail, wholesale or service occupations" (Virginia Beach City Public School Marketing Education Training Sponsor's Handbook).

SUMMARY AND OVERVIEW

Chapter I has provided background information about marketing and business education, reasons for establishing a dual certification curriculum, as well as, assumptions and limitations made by the researcher. Procedures for gathering data and solving the problem were outlined and finally, all important terms were defined.

In the following chapters, related and significant literature was reviewed, procedures taken were described, findings were reported and the final chapter summarized the research, stated conclusions based on the study and gave recommendations for implementing a dual certification curriculum in Virginia colleges and universities.

CHAPTER II

REVIEW OF LITERATURE

As stated in Chapter I, there were states that combined business and marketing teacher certifications. At the time of this study, Virginia did not. In this chapter background information and the current endorsement regulations for each of the certifications will be given. The similarities and differences of business and marketing teacher training requirements will be discussed. As an example of a business/marketing education teacher certification curriculum, the requirements for certification at Buffalo State College will be outlined.

BUSINESS EDUCATION

Business education, once called commercial or office education, was designed to prepare individuals for business positions (Bristow, 1946, p. 106). The first State Supervisor of Office Education was appointed in 1945 (Bristow, 1946, p. 106). Bristow also states that in the 1944-45 school year, 226 Virginia high schools offered office education. The subjects available were: typewriting, shorthand, bookkeeping, junior business training, office practice, commercial law, business English, economic geography, filing and commercial arithmetic (Bristow, 1946, p. 107-108).

Currently in Virginia high schools, subjects such as:

accounting, business law, business computer applications, business management, business mathematics, business supervision and management, data processing, keyboarding, management information systems, and many other business courses are being taught (Program of Studies for Business Education, 1991). Business education provides its students with occupational preparation, leadership training, basic business knowledge and business career exploration (What is Business Education and What does it Mean to You?, 1987).

Certification of business teachers is handled by the National Council for Accreditation of Teacher Education (NCATE), regional accrediting associations and state boards of education (Deighton, 1971, p. 553). Post-secondary institutions are free to develop their own curriculum for business teacher training provided that they meet the certification requirements (Deighton, 1971, p. 553). Certifying agencies do periodically evaluate the different school programs.

A bachelor's degree is required for certification. Some states even require a year of study beyond the bachelor's degree (Deighton, 1971, p. 553). Most business education teacher training programs "consist of general liberal arts requirements, general education courses, business courses, professional business education courses and student teaching experience" (Deighton, 1971, p. 553). The general liberal arts and general education requirements are decided by each

post-secondary institution and are usually stated as the core requirements for every bachelors degree. Possible business courses are business accounting, business law, business principles, information systems, keyboarding, management, marketing, finance, policy, production and economics (State Curriculum Regulations, paragraph 7.7). Professional education and professional business education requirements consist of methods courses to develop effective educators and business teachers. Considered to be the most important feature of the teaching curriculum, student teaching offers the opportunity to practice teach, observe experienced teachers and receive expert guidance from those with extensive teaching experience (Deighton, 1971, p. 554). the above are all very important to the business teacher and are found in all business teacher training programs.

MARKETING EDUCATION

In 1936, the George-Deen Act authorized funds to be "used for salaries and necessary travel expenses of teachers, supervisors and directors of, and maintenance of teacher training in, distributive occupational subjects" (Deighton, 1971, p. 105). This created what we know today as marketing education. Marketing education was designed to develop occupational competencies within the marketing field (Deighton, 1971, p. 106). Students learn through occupational experience and classroom instruction by a

marketing education certified teacher. "The goals of the marketing education program are to offer instruction in merchandising, marketing, and management; to aid in the improvement of the techniques of distribution; and to develop a broader understanding of the social and economic responsibilities of those engaged in distribution in a free, competitive society" (Deighton, 1971, p. 106).

Marketing teacher certification is also regulated by the individual state departments of education. The Virginia state guidelines must be followed by the post-secondary institutions. The Virginia guidelines propose that those seeking an endorsement in marketing must take courses such as the marketing process, economics, personnel, sales, merchandising, product service technology, operations and organization, and promotion. In addition to these classes, the future marketing educator must have completed 4,000 clock hours of work in a marketing related field within the previous five years. The student will also have to complete the university's core requirements and professional education courses.

SIMILARITIES AND DIFFERENCES

There are enough similarities between the marketing and business education endorsements to warrant research on combining the two certification curricula. Both curricula require general liberal arts classes, professional education

courses, a basic marketing course, a basic management class, and student teaching. The following is a list of the business education and marketing education requirements that may overlap.

Professional Education Courses:

Adolescent Development
audiovisual Technology
Education Psychology
Foundations of American Education
Observation and Participation
Student Teaching
Test and Measurements

Content Area Courses:

Management
Marketing

Courses that cover teaching methods and problems in a particular subject area will have to remain separate. In order to combine the two endorsements, the courses that are different must be evaluate for their worth in teacher preparation.

In most schools that offer business education and marketing education, there are more students enrolled in business education. Because of this, there are more business educators. There are ten Virginia universities that offer business education teacher certification. Only three Virginia universities have programs to certify marketing education teachers (The College Board Index of Majors and Graduate Degrees, 1993). At the business and marketing education supervisors meeting in Richmond, Virginia, on January 11-13, 1993, the combination of

business and marketing education teacher certification was one of the topics of discussion (Netherton, 1992). At this meeting it was decided that each teacher education program would look at the possibilities of dual certification (Netherton, 1992).

BUFFALO STATE COLLEGE MODEL

At Buffalo State College in New York, the business and marketing education teacher certification requirements are combined into one program. This curriculum prepares students to teach the basic business courses and the marketing courses. The program is composed of 12 (36 credit hours) business and marketing courses, five (15 credit hours) education courses, and 12 credit hours of student teaching, Appendix A. This program consists of 63 credit hours in addition to the college's general education requirements. The following is an outline of Buffalo State College's business and marketing education teacher certification requirements.

Foundation Courses:

Principles of Macroeconomics

or

Principles of Microeconomics

Introduction to Microcomputer Applications

Statistics for Economics

Principles of Accounting

Principles of Accounting

Upper-Level Requirements:

Business Communications
Business Law
Business Strategy
Current Practices in Business Technology-
 Microcomputers
Human Resources Management
Principles of Management
Principles of Marketing

Professional Education Requirements:

Curriculum and Evaluation in Occupational Education
Education Psychology
History and Philosophy of Education
Methods of Teaching Business and Distributive
 Education
Principles of Occupational Education
Student Teaching

SUMMARY AND OVERVIEW

Chapter II has discussed the history of marketing and business education in Virginia. It has also stated the Virginia curriculum requirements for marketing and business education endorsements and the similarities and differences between the two sets of requirements. The chapters that follow will disclose methods and procedures used in this research, findings, conclusions, and recommendations.

CHAPTER III

METHODS AND PROCEDURES

The problem of this study was to determine the feasibility of establishing a dual marketing/business education teacher certification curriculum in Virginia colleges and universities. Chapter III will explain the methods and procedure used to determine the possibility of dual certification for marketing and business educators. The sample population, the instrument used, and the method of analyzing the data collected will be discussed.

POPULATION

A survey was sent to the program directors at each of the three universities that offer marketing education certification and the program directors of the ten institutions that offer business education certification, Appendix B. A total of 13 surveys were sent out to the selected sample population which comprised most of the marketing and business teacher preparation programs in Virginia.

INSTRUMENT

A survey was developed to find out what courses must be included in a combined certification curriculum. The instrument asked the participants to fill out the survey assuming that it was possible to prepare and undergraduate

education student to teach both marketing and business education, Appendix C. The three marketing education participants selected from a list the general education courses, marketing education courses, and professional marketing courses that they believed were necessary to maintain the integrity of marketing education preparation. The business education preparation program directors selected from a list of general education courses the business education courses and professional business courses. An "other" section was provided for each of the categories to allow for courses they felt were essential for teacher preparation that were not included in the survey.

DATA COLLECTION

The surveys along with a cover letter were mailed to the sample population. The cover letter stated the purpose of the survey, the survey directions and a cut off date. Follow-up phone calls were made to those who had not replied by the deadline. Thirteen total surveys were issued, ten business education surveys were sent to business education teacher educators and three marketing education surveys were mailed to marketing education teacher educators.

STATISTICAL ANALYSIS

A method of central tendency was employed to analyze the data collected. A frequency and mode of analysis was

performed on the data. The courses selected most frequently were put together to determine the possibility of a bachelor's program for dual marketing/business education certification. From this analysis a conclusion and recommendations were made.

SUMMARY AND OVERVIEW

Chapter III has explained the population selected, the instrument used, data collection and the method of analyzing the data that was obtained from this research. The remaining chapters will state the findings, give conclusions and make recommendations based on the data collected.

CHAPTER IV

FINDINGS

The problem of this study was to determine the feasibility of establishing a dual marketing/business education teacher certification curriculum in Virginia state colleges and universities. Chapter IV will describe the response to the survey and provide the necessary information needed for this study. The chapter will be concluded with a combination of the business education and marketing education surveys' results. To assist the reader, the data will be supported with tables.

SURVEY RESPONSE

Thirteen total surveys were sent; ten business education surveys were sent to business education teacher educators and three marketing education surveys were mailed to marketing education teacher educators. As seen in Table I, 60.00% (six of ten) of the business education program directors and 100% (three of three) of the marketing education program directors responded.

BUSINESS EDUCATION SURVEY RESPONSES

The business education survey results will be disclosed in the following pages and tables. The data was categorized by the nature of the courses. The categories used are professional courses, business education courses, and work

TABLE I

SURVEY RESPONSE

Sample Population:	Total Surveys: Sent	Response: Number	Percent	No Response: Number	Percent
Business Education Program Directors	10	6	60.00%	4	40.00%
Marketing Education Program Directors	3	3	100.00%	0	0.00%

experience. The following sections correspond to the survey's categories.

Professional Education Courses

This section of the survey asked the sample population to indicate all of the professional education courses they believed to be vital to the business education teacher preparation curriculum. A 100% of the sample population chose education psychology, methods of teaching business education, observation and participation, and student teaching. Adolescent development and foundations of American education were selected by five (83.33%) of the program directors. Audio-visual technology, philosophy, organization and management of business education, and test and measurements were checked on 66.67% (four) of the surveys returned. The survey provided a section where the respondents could add other professional courses that were not listed. Each of the following courses was suggested by 16.67% (one of six) of the respondents: multicultural education, classroom management, professional responsibilities, dealing with supervisors, and reading in the content area. This information is provided in Table II.

Business Education Courses

This part of the survey asked the sample population to select all of the business education courses that are important to the business teacher educator. All (six) of the sample population checked accounting I and II, business

TABLE II

**BUSINESS EDUCATION SURVEY RESPONSES:
PROFESSIONAL EDUCATION COURSES**

Course	Selected:		No	Percentage
	Yes	Percentage		
Audio-Visual Technology	4	66.67%	2	33.33%
Adolescent Developement	5	83.33%	1	16.67%
Education Psychology	6	100.00%	0	0.00%
Foundations of American Education	5	83.33%	1	16.67%
Methods of Teaching Business Education	6	100.00%	0	0.00%
Observation & Participation	6	100.00%	0	0.00%
Philosophy, Organization and Management of Business Education	4	66.67%	2	33.33%
Student Teaching	6	100.00%	0	0.00%
Test and Measurements	4	66.67%	2	33.33%
Others:				
Classroom Management	1	16.67%	5	83.33%
Dealing with Supervisors	1	16.67%	5	83.33%
Multicultural Education	1	16.67%	5	83.33%
Reading in the Content Area	1	16.67%	5	83.33%
Professional Responsibilities	1	16.67%	5	83.33%

communications, business information systems, economics, keyboarding I and II, management principles, and marketing principles. Five (83.33%) surveys indicated that business law and business principles were necessary. Four (66.67%) program directors selected business math. Finance was checked by 50.00% (three) of the total respondents. Insurance and basic programming were picked by 33.33% (two) of the respondents. One (16.67%) of the respondents selected shorthand and typewriting (not including keyboarding). Again, the survey gave a place for the respondents to indicate other topics they felt were necessary. All six (100%) of the surveys listed that microcomputer applications (Lotus, Word Perfect, or D Base) or word processing courses were necessary. Four (66.67%) wrote in office systems, office procedures, or office systems and procedures. Office management, office technology, and office automation management or administrative systems management were included on 16.67% of the surveys. See Table III.

Work Experience

This final part asked "How much direct work experiences in a business occupation should business education teachers have before being certified or endorsed in business education?" Two (33.33%) of the subjects believe that no work experience is necessary. Three (50.00%) of the teacher educators choose three months experience. One of the three

TABLE III

BUSINESS EDUCATION SURVEY RESPONSES:
BUSINESS EDUCATION COURSES

Course	Selected:		No	Percentage
	Yes	Percentage		
Accounting I	6	100.00%	0	0.00%
Accounting II	6	100.00%	0	0.00%
Advanced Accounting	0	0.00%	6	100.00%
Basic Programming	2	33.33%	4	66.67%
Business Communications	6	100.00%	0	0.00%
Business Information Systems	6	100.00%	0	0.00%
Business Law	5	83.33%	1	16.67%
Business Math	4	66.67%	2	33.33%
Business Principles	5	83.33%	1	16.67%
Economics	6	100.00%	0	0.00%
Finance	3	50.00%	3	50.00%
Insurance	2	33.33%	4	66.67%
Keyboarding I	6	100.00%	0	0.00%
Keyboarding II	6	100.00%	0	0.00%
Management Principles	6	100.00%	0	0.00%
Marketing Principles	6	100.00%	0	0.00%
Production	0	0.00%	6	100.00%
Short Hand	1	16.67%	5	83.33%
Typewriting	1	16.67%	5	83.33%
Others:				
Microcomputer Applications	3	50.00%	3	50.00%
Office Automation Management	1	16.67%	5	83.33%
Office Management	1	16.67%	5	83.33%
Office Systems & Procedures	4	66.67%	2	33.33%
Office Technology	1	16.67%	5	83.33%
Word Processing	2	33.33%	4	66.67%

said three months is only necessary for those that have never worked. One (16.67%) checked one year of direct work experience. See Table IV.

MARKETING EDUCATION SURVEY RESPONSES

Like the business education survey results, the marketing education results are categorized into types of courses and experience. Professional courses, marketing education courses, and work experience are the three sections of the survey that was sent to the three marketing teacher educators.

Professional Courses

This section asked the subjects to check the professional courses that they felt should be included in a marketing teacher preparation program. All (100%) of the respondents indicated that methods in teaching marketing education, observation and participation, and student teaching should be included. Foundations of American education, philosophy, organization, and management of marketing education, test and measurements, and adolescent development, and marketing education curriculum were noted by 66.67% of the marketing education teacher preparation program directors. Audio-visual technology and educational psychology were checked by 33.33% of the marketing education sample population. Topics in marketing education was not selected by any of the educators. This data is supported in

TABLE IV

**BUSINESS EDUCATION SURVEY RESPONSES:
DIRECT WORK EXPERIENCE**

Amount of Time:	Selected:		No	Percentage
	Yes	Percentage		
None	2	33.33%	4	66.67%
3 Months	3	50.00%	3	50.00%
6 Months	0	0.00%	6	100.00%
1 Year	1	16.67%	5	83.33%
2 or More Years	0	0.00%	6	100.00%

Table V.

Marketing Education Core Courses

In this part of the survey the program directors were directed to choose the marketing courses they believed to be important to the integrity of the marketing education teacher education program. All (100%) selected advertising and promotion, consumer behavior, marketing principles and sales techniques. Buying, channels of distribution, computer applications in business and marketing, and retail marketing were checked by 66.67%. Only one program director indicated that international marketing should be included in a marketing education teacher certification program. Principles of management and economics were two courses that were suggested by one of the respondents. Another program director commented that marketing courses should make up at least 30 credit hours of the 120 maximum allowable credit hours for a bachelor's degree. See Table VI.

Work Experience

Each one of the respondents indicated different amounts of direct work experience in marketing occupations. One director wrote that a marketing education teacher should have six months of supervised or two years unsupervised work experience by the university. The second teacher educator indicated that five or more years would be most desirable, but a program should include at least one year of work experience in a marketing occupation. The third director

TABLE V

**MARKETING EDUCATION SURVEY RESPONSES:
PROFESSIONAL EDUCATION**

Course:	Selected:		No	Percentage
	Yes	Percentage		
Audio-Visual Technology	1	33.33%	2	66.67%
Adolescent Development	2	66.67%	1	33.33%
Education Psychology	1	33.33%	2	66.67%
Foundations of American Education	1	33.33%	2	66.67%
Methods of Teaching Marketing Education	3	100.00%	0	0.00%
Observation & Participation	3	100.00%	0	0.00%
Philosophy, Organization and Management of Marketing Education	2	66.67%	1	33.33%
Student Teaching	3	100.00%	0	0.00%
Test and Measurements	2	66.67%	1	33.33%
Others: Marketing Education Curriculum	2	66.67%	1	33.33%

TABLE VI
MARKETING EDUCATION SURVEY RESPONSES:
MARKETING EDUCATION

Course:	Selected:		No	Percentage
	Yes	Percentage		
Advertising and Promotion	2	66.67%	1	33.33%
Buying	2	66.67%	1	33.33%
Channels of Distribution	2	66.67%	1	33.33%
Computer Applications in Business & Marketing	2	66.67%	1	33.33%
Consumer Behavior	3	100.00%	0	0.00%
Fashion Design	0	0.00%	3	100.00%
Fashion Merchandising	0	0.00%	3	100.00%
International Marketing	1	33.33%	2	66.67%
Marketing Principles	3	100.00%	0	0.00%
Public Relations	0	0.00%	3	100.00%
Retail Marketing	2	66.67%	1	33.33%
Sales Techniques	3	100.00%	0	0.00%
Supervision of Personnel	0	0.00%	3	100.00%
Others:				
Principles of Management	1	33.33%	2	66.67%
Economics	1	33.33%	2	66.67%
At Least 30 credit hours of Marketing	1	33.33%	2	66.67%

indicated that a marketing education teacher candidate should have either one year of full-time work or five years of part-time work. Refer to Table VII.

BUSINESS EDUCATION AND MARKETING EDUCATION SURVEYS COMBINED

The business and marketing education surveys have been combined in Table VIII. Only the courses that 100% of the business education program directors agreed on and the topics that all of the marketing education program directors selected were put together.

As indicated earlier in this chapter 100% of the business teacher educators believe education psychology, methods of teaching business education, observation and participation, student teaching, accounting I and II, business communications, business information systems, economics, keyboarding I and II, management principles, marketing principles, and a course in microcomputer applications should be in a business education teacher certification. Also previously discussed, 100% of the marketing teacher educators indicated that the following courses should be included in a marketing education teacher certification program: methods of teaching marketing education, observation and participation, student teaching, advertising and promotion, consumer behavior, marketing principles and sales techniques. Observation and participation, student teaching, and marketing principles

TABLE VII

**MARKETING EDUCATION SURVEY RESPONSES :
WORK EXPERIENCE**

Course	Selected:		No	Percentage
	Yes	Percentage		
3 Months	0	0.00%	3	100.00%
6 Months*	2	66.67%	1	33.33%
1 Year **	1	33.33%	2	66.67%
2 Years*	1	33.33%	2	66.67%
3 Year	0	0.00%	3	100.00%
5 or More Years **	2	66.67%	1	33.33%

* Supervised for 6 months or unsupervised over two years

*Full-time or 6 months or part-time over 5 years

** Full-time over one year or part-time over five years

TABLE VIII

BUSINESS EDUCATION AND MARKETING EDUCATION SURVEYS COMBINED

Type of Courses	Course	Selected:		No	Percentage
		Yes	Percentage		
Professional Education:	Education Psychology	7	77.78%	2	22.22%
	Methods of Teaching Business Education	6	66.67%	3	33.33%
	Methods of Teaching Marketing Education	3	33.33%	6	66.67%
	Observation & Participation	9	100.00%	0	0.00%
	Student Teaching	9	100.00%	0	0.00%
Business & Marketing Education:	Accounting I	6	66.67%	3	33.33%
	Accounting II	6	66.67%	3	33.33%
	Business Communications	6	66.67%	3	33.33%
	Business Information Systems	6	66.67%	3	33.33%
	Consumer Behavior	3	33.33%	6	66.67%
	Economics	7	77.78%	2	22.22%
	Keyboarding I	6	66.67%	3	33.33%
	Keyboarding II	6	66.67%	3	33.33%
	Management Principles	7	77.78%	2	22.22%
	Marketing Principles	9	100.00%	0	0.00%
	Sales Techniques	3	33.33%	6	66.67%

were selected by 100% of both populations. Principles of management and economics were selected by all of the business teacher educators and by one of the marketing teacher educators. There is no agreement on the exact amount of direct work experience in a marketing occupation, but all of the marketing education program directors indicated that some direct work experience is important. Table VIII shows all of the data listed above.

SUMMARY AND OVERVIEW

Chapter IV stated that 69.23% of the selected population replied. This chapter gives the results of the business education and the marketing education surveys. The topics that were selected by 100% of the business survey respondents were combined with the topics chosen by 100% of the marketing survey respondents. A total of eight tables were constructed to assist the reader in analyzing the findings.

Chapter V will summarize the previous four chapters, make conclusions based on the findings stated in chapter IV, and make recommendations for implementing a dual certification curriculum in Virginia colleges and universities and for further research.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Chapter V will summarize this study, provide conclusions based on the data collected, and make recommendations for implementation and for further research.

SUMMARY

Business and marketing education teacher certification programs have always been separate entities in Virginia. The problem of this study was to determine the feasibility of establishing a dual marketing/business education teacher certification curriculum in Virginia colleges and universities. To reach a solution the following goals were established:

1. What should the requirements for teacher certification in marketing education be?
2. What should the requirements for teacher certification in business education be?
3. Can the two certification requirements be combined into one teacher education program?

This study assumed that both curricula were beneficial to students, there was a need for the combined certification, and there were enough similarities between the business and marketing courses to warrant a combined certification for teachers. Only Virginia universities and colleges were studied and the maximum amount of credit hours in a

bachelor's program was limited to 120 in this study. A bachelor's program can require more than 120 credit hours if the additional hours can be justified (State Council of Higher Education for Virginia Policies and Procedures for Program Approval, 1993). The significant reasons for combining the business and marketing teacher certification programs are increased job opportunities for the dually certified teacher, increased flexibility in course offerings and a reduction in cost to the school system. Supervisory positions are being combined due to cutbacks. An educator that is selected to supervise the two programs should have good understanding of each of the programs. A dually certified teacher would have this knowledge.

A survey was developed to gather information from the selected sample population. The sample population consisted of thirteen program directors from Virginia universities and colleges. Three marketing education teacher certification program directors and ten business education program directors were asked to complete the survey. The instrument asked the sample populations to identify the courses they believed should be included in a teacher certification curriculum for their discipline, business or marketing. Measures of central tendency were employed to analyze the data collected. A frequency and mode analysis was performed on the data that was obtained. The courses that were selected by 100% of the business teacher educators were

combined with the courses chosen by 100% of the marketing teacher educators to determine a suggested combined business/marketing teacher certification curriculum. The data suggested that a curriculum of 103 credit hours could be devised.

CONCLUSIONS

The conclusions of the study will be drawn from the research goals. Each goal will be analyzed separately. The following questions were the guidelines for this research:

1. What should the requirements for teacher certification be in business education?

The research indicated that the following courses should be included for endorsement in business education:

Professional Courses:

Educational Psychology
Methods of Teaching Business Education
Observation and Participation
Student Teaching

Business Courses:

Accounting I and II
Business Communications
Business Information Systems
Economics
Keyboarding I and II
Management Principles
Marketing Principles

2. What should the requirements for teacher certification be in marketing education?

The marketing education teacher educators that were surveyed agreed upon the following courses:

Professional Courses:

Methods of Teaching Marketing Education
 Observation and Participation
 Student Teaching

Marketing Courses:

Advertising and Promotion
 Consumer Behavior
 Marketing Principles
 Sales Techniques

Direct Work Experience:

There was no agreement upon how many hours of direct work experience, but all of the marketing teacher educators indicated they believe students should have some direct work experience in a marketing occupation.

3. Can the two certification requirements be combined into one teacher education program?

The two could be combined in a bachelor's program of 120 credit hours depending on the individual college or university's required general education courses. Assuming that approximately one third of the 120 hours (40) must be devoted to the school's core curriculum, the following curriculum was developed.

<u>Professional Courses:</u>	<u>Credit Hours:</u>
Educational Psychology	3
Methods of Teaching Business Education	3
Methods of Teaching Marketing Education	3
Observation and Participation	3
Student Teaching	12

Business/Marketing Courses:

Accounting I	3
Accounting II	3
Advertising and Promotion	3
Business Communications	3
Business Information Systems	3
Consumer Behavior	3
Economics	3
Keyboarding I	3
Keyboarding II	3
Management Principles	3
Marketing Principles	3
Sales Techniques	3

Directed Work Experience: 3

Total Credit Hours: 63

The sum of the above 63 credit hours and the core requirement of 40 is 103 credit hours. As was stated previously, the State Council of Higher Education for Virginia recommends that a bachelor's degree program not exceed 120 credit hours. Subtracting 103 from 120 leaves 17 credit hours. This would allow for approximately 17 credit hours of electives. The researcher suggests that students select their electives from the following list of marketing or business courses that were indicated by some (50% or more) of the business and marketing educators to be important courses in the business or marketing education teacher certification programs.

<u>Electives:</u>	<u>Credit Hours:</u>
Business Law	3
Business Math	3
Business Principles	3
Buying	3
Channels of Distribution	3
Finance	3
Microcomputer Applications/Computer Applications in Business and Marketing	3
Office Systems and Procedures	3
Retail Marketing	3

RECOMMENDATIONS

The following recommendations have been made based on the information and results gathered during this research.

1. This study should be replicated nationally.
2. If dual certification curriculum is implemented, teacher preparedness should be evaluated to determine if their preparation is satisfactory.
3. Virginia should consider a dual teacher certification in business and marketing education. To have this occur, it is recommended that the leadership of marketing education and business education convene to negotiate a workable dual curriculum.

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APPENDICIES

Appendix A - Buffalo State Concentration Sheets

Appendix B - Schools Involved in the Survey

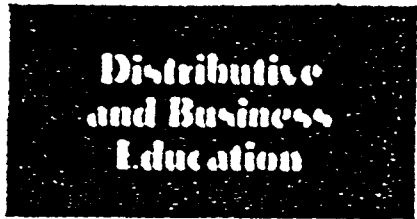
Appendix C - Business and Marketing Education Surveys

Appendix A - Buffalo State Concentration Sheets

DES 488
INTERNSHIP

DES 495
PROJECT

DES 499
INDEPENDENT STUDY



Offered by the Business Department
DR. BENJAMIN SACKMAY, Chairperson
Chase Hall 201

OEC 301
PRINCIPLES OF OCCUPATIONAL
EDUCATION

J, J/8; 1991-93
Introduction to the teaching of occupational education courses in public schools; principles, philosophy and objectives; historical development of occupational education and the development of current issues for an occupational education program. *Required of TED, Voc-Tec, and BUS majors.

OEC 302
CURRICULUM AND EVALUATION IN
OCCUPATIONAL EDUCATION

J, J/8; 1991-93
Introduction to the teaching methods of occupational education courses in the public schools; introduction to test construction and evaluation techniques utilized in occupational education courses. *Required of TED, Voc-Tec, and BUS majors.

OEC 303
METHODS AND MATERIALS IN
OCCUPATIONAL EDUCATION

J, J/8; 1991-93
Basic methods utilized in the teaching of occupational education courses in the public schools and the preparation of teaching materials to accomplish stated objectives. Utilization of teaching methods that take into consideration the role of race, gender, and the culture as well as the individual with specific needs. *Required of TED, Voc-Tec, and BUS majors.

DED 418
METHODS OF TEACHING BUSINESS
SKILLS SUBJECTS

J, J/8; F 91, 92, 93
Prerequisite: Business Education major, junior or senior standing. Methods of teaching business skills subjects concentrating on the process of teaching others certain office-related skills. *Required of business education majors.

BUS 411
METHODS OF TEACHING BUSINESS
AND DISTRIBUTIVE EDUCATION

J, J/8; Sp 91, 92, 93
Prerequisite: OEC 301. Basic principles and methods of teaching business and distributive education subjects. Prepares the student to effectively teach subjects in this area. *Required of distributive education majors.

DED 415
STUDENT TEACHING

J2, 8/24; 1991-93
Prerequisite: DED 418/411, OEC 301, OEC 302. Successful completion of basic English and Mathematics college competency requirements, senior standing. Full-time teaching in a public school for one semester under the supervision of a master teacher and a college supervisor; daily and long-range planning, unit teaching; classroom management; individual and group instruction; participation in total school program; weekly on-campus seminar as assigned. *Required of business education and distributive education majors.



Offered by the Earth Sciences and Science
Education Department
DR. ROBERT E. HORVAT, Chairperson
Science Building 271

All courses in earth sciences may include occasional field trips. Expenses for these trips are shared by the participants.

GES 101
INTRODUCTORY GEOLOGY

J, J/8; 1991-93 (M)
An introduction to physical geology; the earth and the processes operating on and within it; the formation of rocks and minerals; volcanoes; earthquakes, mountain building, continental drift, plate tectonics, glaciers, and the ice ages. Concurrent registration in GES 102 is recommended for geology and geoscience majors. *Required for all majors.

GES 102
HISTORICAL GEOLOGY

J, J/8; 1991-93 (M)
An introduction to the history of the earth from its foundation 4 1/2 billion years ago, and the role of continental drift, seafloor spreading, and plate tectonics in its development. The evolution of life as shown in the fossil record. *Required for all majors.

GES 103
INTRODUCTORY GEOLOGY
LABORATORY

J, 8/2; 1991-93

Prerequisite: GES 101 (may be concurrent). Investigations and activities in identification of rocks and minerals, map and aerial photograph interpretation. *Required for all majors.

GES 111
GENERAL OCEANOGRAPHY

J, J/8; 1991-93 (M)
An introduction to the science of the ocean. Includes biological, physical, chemical, and geological aspects of the oceans. *Required for geoscience majors.

GES 131
INTRODUCTORY ASTRONOMY

J, J/8; 1991-93 (M)
A non-mathematical survey of the universe. A survey of the sun, planets, moons, and comets will precede an investigation of stars, galaxies, and finally the universe. Observations, planetarium, and laboratory sessions will supplement the lectures.

GES 223
ENVIRONMENTAL EARTH SCIENCE

J, J/8; F 91, S 92 (M)
A practical study of the interrelation of earth and human systems. Energy resources, non-renewable earth materials, earthquake prediction and control, volcanoes, land movements, man's effect on weather and climate. *Included in environmental sciences minor.

GES 241
METEOROLOGY

J, J/8; Sp 92, Sp 93 (M)
An introduction to weather, including prediction, meteorological instruments, atmospheric movements, humidity and precipitation, high and low pressure areas, air masses and fronts, heat balance, and climate past and present. *Required for geoscience majors.

GES 301
STRATIGRAPHY

J, J/8; F 91, F 92
Prerequisite: GES 101; GES 102 (may be concurrent). Basic principles governing the aspects, interpretation, correlation, and nomenclature of stratified rock units. *Required for geology majors.

GES 302
INVERTEBRATE PALEONTOLOGY

J, J/2; Sp 91, Sp 92, Sp 93 (E)
Prerequisite: GES 102, BIO 116 and one additional semester of biology. Invertebrate fossils and their stratigraphic distribution. *Required for geology majors.

GES 304
THE COMMON ROCKS AND MINERALS

J, J/2; F 91, F 92 (E)
Prerequisite: GES 101 or GES 123; CHE 112 or CHE 102 (may be concurrent). Study of the common rocks and minerals, emphasizing how they are identified, where they occur, and how they form. *Required for all majors.

Mr. Littman noted that Education Psychology and History and Philosophy of Education were also included in the program.

FOUNDATION COURSES

ECO 201: Principles of Macroeconomics

or

ECO 202: Principles of Microeconomics

ISM 101: Introduction to Microcomputer Applications

ECO 305: Statistics for Economics

BUS 312: Principles of Accounting I

BUS 313: Principles of Accounting II

The following are required, upper-level business courses for junior and senior years of study. Prerequisites: Students must complete ECO 201 or ECO 202, ISM 101 and BUS 312 and achieve junior standing and a 2.5 GPA before taking upper-level business courses.

UPPER-LEVEL REQUIREMENTS

BUS 320: Principles of Marketing

BUS 324W: Business Communications

BUS 325: Human Resources Management

BUS 334: Business Law I

BUS 350: Current Practices in Business Technology

BUS 360: Principles of Management

BUS 430: Business Strategy

Description of Required Courses

CIS 101

COMPUTER FUNDAMENTALS

3, 3/0; 1991-93 (T)

A study of the characteristics, organization, and use of the computer. The function of the basic portions of the computer will be identified and explained. Minor emphasis is placed on computer programming fundamentals with the writing of several short programs. A broad survey of applications as well as impact on society, will be discussed. *Course does not apply toward the fulfillment of CIS elective requirements for CIS majors.

Appendix B - Schools Involved in the Survey

SCHOOLS SURVEYED**Marketing Education:**

James Madison University
Old Dominion University
Virginia Polytechnic Institute and State University

Business Education:

Bluefield College
Clinch Valley College
James Madison University
Longwood College
Radford University
St. Paul's College
Virginia Commonwealth University
Virginia Polytechnic Institute and State University
Virginia State University
Virginia Union University

Appendix C - Business and Marketing Education Surveys

Business Education Survey

Please identify the topics/courses you believe should be included in a Business Teacher preparation program. Check all the following that apply.

Professional Education Courses

- Audio-Visual Technology
- Adolescent Development
- Education Psychology
- Foundations of American Education
- Methods of Teaching Business Education
- Observation and Participation (Pre-student Teaching/Field Experience)
- Philosophy, Organization, and Management of Business Education
- Student Teaching
- Test and Measurements
- Others Please List _____

Business Education Courses

- | | |
|--|--|
| <input type="checkbox"/> Accounting I | <input type="checkbox"/> Marketing Principles |
| <input type="checkbox"/> Accounting II | <input type="checkbox"/> Production |
| <input type="checkbox"/> Advanced Accounting | <input type="checkbox"/> Short Hand |
| <input type="checkbox"/> Basic Programming | <input type="checkbox"/> Typewriting (not including keyboarding) |
| <input type="checkbox"/> Business Communications | |
| <input type="checkbox"/> Business Information Systems | |
| <input type="checkbox"/> Business Law | |
| <input type="checkbox"/> Business Math | |
| <input type="checkbox"/> Business Principles | |
| <input type="checkbox"/> Economics | |
| <input type="checkbox"/> Finance | |
| <input type="checkbox"/> Insurance | |
| <input type="checkbox"/> Keyboarding I | |
| <input type="checkbox"/> Keyboarding II | |
| <input type="checkbox"/> Management Principles | |
| <input type="checkbox"/> Others Please List _____

_____ | |

Work Experience

How much direct work experience in a business occupation should business education teachers have before being certified or endorsed in business education?

- None
- 3 months
- 6 months
- 1 year
- 2 years
- 3 years
- 5 or more years

Marketing Education Survey

Please identify the topics/courses you believe should be included in a marketing teacher preparation program. Check all the following that apply.

Professional Courses

- Audio-Visual Technology
- Adolescent Development
- Education Psychology
- Foundations of American Education
- Methods in Teaching Marketing Education
- Observation and Participation (Pre-student Teaching/Field Experience)
- Philosophy, Organization, and Management of Marketing Education
- Student Teaching
- Test and Measurements
- Topics in Marketing Education
- Others Please list _____

Marketing Education Core Courses

- Advertising and Promotion
- Buying
- Channels of Distribution
- Computer Applications in Business and Marketing
- Consumer Behavior
- Fashion Design
- Fashion Merchandising
- International Marketing
- Marketing Principles
- Public Relations
- Retail Marketing
- Sales Techniques
- Supervision of Personnel
- Others Please List _____

Work Experience

How much direct work experience in marketing occupations should marketing education teachers have before being certified or endorsed in marketing education?

- 3 months
- 6 months
- 1 year
- 2 years
- 3 years
- 5 or more years