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A Study to Determine the Recommendation of a Semester Course for the Marketing Education Program in Virginia Beach City Public Schools

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A STUDY TO DETERMINE
THE RECOMMENDATION OF A SEMESTER COURSE
FOR THE MARKETING EDUCATION PROGRAM
IN VIRGINIA BEACH CITY PUBLIC SCHOOLS

A Study
Presented to
the Faculty of the College of Education
Old Dominion University

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

by
Ruth P. Karangelen

August, 1990

This research paper was prepared by Ruth P. Karagelen,
in Problems in Education, VTE 636. It was submitted to the
Graduate Program Director in partial fulfillment of the
requirements for the Degree of Master of Science in
Education.

APPROVED BY:

John M. Ritz
Dr. John Ritz
Advisor

8-27-90
Date

ACKNOWLEDGEMENTS

A sincere debt of gratitude is expressed by this student to all of those who have helped and cooperated with this study.

The writer would like to thank Mrs. Ruth E. Powell who typed this research paper. Her efforts were very much appreciated.

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CHAPTER I

INTRODUCTION

Vocational education programs were designed to prepare students for specific employment, and thereby, produce a more effective workforce. Marketing Education is an integral part of vocational education and of the total school program. It is also important to society as a whole because it makes major contributions to the accomplishment of the goals of American education and assists in reaching the goals of American democracy (Crawford and Meyers, 1972, p. 32).

The mission of Marketing Education is to prepare students for entry, adjustment, and advancement in marketing careers. Marketing Education programs have been developed and maintained for over fifty years. In order for Marketing Education programs to be successful, they must be sensitive to the changing needs of the students and the community and adapt to such changes.

The Marketing Education curriculum in Virginia Beach City Public Schools develops skills in instructional areas

such as self-development, human relations, marketing, mathematics, personal selling, economics, and communication. The courses currently offered are Principles of Marketing (semester course), Marketing, Advanced Marketing, Fashion Merchandising non-coop, Fashion Merchandising coop, and Advanced Fashion Merchandising. These courses provide students opportunities to develop proficiency in many specific occupations. Enrollment data also suggests that the trend toward Fashion Merchandising has been declining. Because Principles of Marketing is a semester course, the current curriculum does not provide for students who desire a full three year, five credit program. It also does not provide a follow-up semester for the student interested in only a one year program.

STATEMENT OF THE PROBLEM

The problem of this study was to determine a semester course that should be recommended for the Marketing Education program in Virginia Beach City Public Schools.

RESEARCH OBJECTIVES

The following objectives were established to answer

this problem:

1. Identify semester courses currently used in Virginia school divisions.
2. Compare curriculum contents of semester courses with current Virginia Beach curriculum content to prevent overlap.
3. Determine the specific semester course that should be recommended to the Marketing Education program in Virginia Beach City Public Schools.

BACKGROUND AND SIGNIFICANCE

The Smith-Hughes Act of 1917, stated that the principal reason for the subsidy of vocational education was that advanced technology required special skills which could best be taught through programs at the secondary level (Wilms, 1984, p.347). In keeping with the intention of this act and with H. W. Sander's Twenty Purposes and Practices of Vocational Education, there may be a deficit in the current marketing education curriculum to "provide opportunities for students to develop proficiency in specific occupations" (Crawford and Meyers, 1972, p.25).

In 1988, the Virginia Beach Curriculum Committee for

Marketing Education made a specific recommendation to the city's committee on Vocational Education: Future Directions that the Marketing Education program be expanded to offer semester courses that will prepare students for specific occupations.

The addition of a semester course would complete the pattern for a three year curriculum with the first full year based on the project plan and the second and third years based on the cooperative plan (Crawford and Meyer, 1972, p.7).

When successful semester courses from other school divisions are identified, they should be compared with the needs of Virginia Beach students and the Virginia Beach community. This study should serve as an excellent indicator of which semester course should be added to the Virginia Beach Marketing Education program.

LIMITATIONS

This study was limited to semester Marketing Education courses currently being taught in Virginia. The curriculum content will only be compared to the current Marketing Education curriculum and needs of the students and the community of Virginia Beach. The community of Virginia

Beach includes a variety of businesses. But, because it is a resort city, the training needs may be different from the needs of a non-resort city. Therefore, the findings of this study may not be useful to school divisions other than Virginia Beach.

ASSUMPTIONS

It was assumed in this study that:

1. There is a need to expand the Marketing Education program in Virginia Beach by increasing semester hour course offerings.
2. Semester courses taught in other Virginia school divisions could be replicated by Virginia Beach Marketing Education Teachers.

PROCEDURES

A survey was designed and administered to selected school divisions in Virginia during the Summer of 1990. The data was collected, organized, and analyzed. Based on semester course curriculum information, the recommendation of a specific semester course was determined for Virginia Beach City Public Schools.

DEFINITION OF TERMS

The following list of terminology and definitions are relevant to this study:

1. Competency--the ability to demonstrate or perform a specific task to a minimum standard.

2. Competency Based Education (CBE)--Education programs and courses that are based on role relevant competencies.

3. Content--The knowledge, skills, processes, and values that must be learned as part of a course or curriculum.

4. Cooperative Plan--An organizational pattern of instruction which involves regularly scheduled part-time employment (Crawford and Meyer, 1972, p.11).

5. Curriculum--All of the objectives, content, and learning sequence for a particular course.

6. Introduction to Marketing--A Marketing Education course to provide students with basic knowledge about marketing and the basic skills important for entry-level employment.

7. Marketing Education Semester Course--An 18 week vocational education course designed to meet the needs of persons who are preparing to enter a marketing occupation.

8. Project Plan--An Organizational pattern of instruction which involves a series of selected learning activities related to the field of Marketing (Crawford and Meyer, 1972, p. 12).

9. Specialized Studies in Marketing--A vocational education course designed for students planning careers in specialized marketing fields (Netherton, 1983, p. 6).

OVERVIEW OF CHAPTER

This chapter defined the components involved in this study. It was perceived that by analyzing semester courses in other Virginia Marketing Education programs, a determination and recommendation could be made for the addition of a semester course in Virginia Beach. Since the future of Marketing Education thrives on adapting to changes, it is imperative that Virginia Beach City Public Schools seek additional avenues for preparing students with skills needed for specialized marketing occupations.

In-depth research was completed for this study. Conclusions were drawn from the review of the literature and from the findings of the survey. Based on the findings, a validated semester course was identified for possible use in the Marketing Education curriculum for

Virginia Beach City Public Schools.

The following chapters attempt to provide a review of the literature, an explanation of the procedures, findings, and summary, conclusions, and recommendations of the study.

CHAPTER II

REVIEW OF RELATED LITERATURE

Before administering a questionnaire to eleven marketing education supervisors in Virginia, the researcher reviewed existing literature on vocational education. Many similar characteristics of successful vocational education programs were identified. The literature provided insight into why the success of the Marketing Education program in the Virginia Beach City Public Schools system may depend on the recommendation of an additional course or courses. In this chapter, information was reviewed on: (1) vocational education's role in the economy, (2) contributions of marketing education to society, (3) description of marketing education course options, and (4) characteristics of exemplary marketing education programs.

VOCATIONAL EDUCATION'S ROLE IN THE ECONOMY

Reasons for enrolling in vocational education programs vary but most individuals enroll in vocational education to develop some type of job skill. As society has become more complex, technology and knowledge have increased, and so

have the demands on the workforce of the nation.

Vocational education plays an important role in the changing educational and economical needs of nations and the citizens within the nations (Clayton, 1976, p. 21). According to George Bush, President of the United States, in a letter to vocational education students, "18 out of 20 fastest growing occupations within the next decade will require vocational-technical education" (Bush, 1990, p. 2).

The goals of the Carl Perkins vocational education act are important to the economy of the United States. The act was intended to raise productivity and to strengthen competition by preparing individuals to do productive work (Bruzzell, 1986, p. 8). According to the Council of Chief State School Officers, our nation can remain competitive in the world economy only through a highly trained workforce (Poole and Zahn, 1989, p. 39).

Elizabeth Dole, Secretary of Labor, stated "Vocational Education lies at the heart of the national effort to upgrade work skills" (Dole, 1989, p. 19). Because vocational education plays such a critical role in expanding the capabilities of our workforce, our economy must continue to evolve. However, current evidence suggests that much of today's youth are not prepared for present positions, let alone the more complex jobs of the

future. For example, a report on workforce quality revealed that two out of three employers contacted in 1988 felt that entry level applicants lacked adequate basic skills (Dole, 1989, p. 18).

Many experts agree that secondary vocational education needs to be restructured to meet future economic demands (Poole and Zahn, 1989, p. 49). The responsibility of guaranteeing that our nation will enter the 1990s, with highly skilled workers may lie in the vocational programs offered in 26,000 public high schools, but only if it adapts to changing workplace demands. Vocational education cannot fulfill its responsibilities to our workforce or our economy if it remains static (Dole, 1989, p. 19).

CONTRIBUTIONS OF MARKETING EDUCATION TO SOCIETY

There is no other segment in the American economy where the need is greater for well trained employees than in marketing (Rogers, 1990, p. 15). Marketing education programs are designed to meet the needs of both the employers and the employees. Students who enroll in Marketing Education are entering marketing occupations or they require expertise in a specific marketing function.

It has been estimated that 40 percent of the nation's

workforce is already employed in marketing related occupations (Stone, 1987, p. 2). This percentage should indicate the potential importance of Marketing Education to the national economy and to the society as a whole. From the standpoint of manpower needs and the composition of the labor force, marketing education programs can make major contributions to business and, therefore, to society (Stone, 1987, p. 2). However, because marketing practices continually change, marketing education must continue to redesign its instructional programs (Rogers, 1990, p. 160).

CHARACTERISTICS OF EXEMPLARY MARKETING EDUCATION PROGRAMS

The challenge for successful marketing education programs is to develop a curriculum that will take students where they need to be when seeking employment. That challenge sometimes requires change. One way to determine whether a particular curriculum meets such a challenge is to answer the following questions:

- (1) Is the program meeting the student's needs?
- (2) Is the program providing for the needs of employers in the community?

(3) Are the program offerings attracting competent students who enhance the program? (Sprick, 1986, p. 24).

If a curriculum is found to be deficient, one way of implementing new curricula is to identify programs that can be used as models (Guilinger, 1986, p. 7). The characteristics of exemplary programs should be examined and emulated in order to keep up with the recent growth of content knowledge and skills in each occupational field (Carr, 1986, p. 22).

A model curriculum may include industry specific training which would provide specific skills relevant to a particular industry (Rogers and Wolf, 1990, p. 17). The implementation of specialized programs in which instruction is provided to a class of students with common occupational interests has been a significant development in recent years (Mitzel, 1982, p. 136). Many experts believe that including training for specific occupations in a curriculum is caused by the demand for greater breadth in vocational education. Occupational specifics are thought to be the building blocks of education and job competence (Buzzell, 1989, p. 16).

A model marketing education curriculum would also use the most applicable means possible to keep current with the needs of the community (Sprick, 1986, p. 22). Marketing

education is responsible for developing curricula that is representative of the community in which marketing occupations are found in substantial numbers. Examples include fashion merchandising entrepreneurship, hotel and motel management, tourism, and international marketing (Mitzel, 1982, p. 1135). The competencies needed by marketing employees can be identified by surveying workers and interviewing business persons (Mitzel, 1982, p. 1137).

A good place for new curriculum implementation to occur is at the foundation level. One reason is that the foundation course in high school marketing education serves as a cornerstone of marketing knowledge upon which all subsequent marketing courses build. Another reason is that the foundation course represents the first and perhaps only opportunity to persuade students to pursue marketing occupations (McDaniel, 1989, p. 28).

DESCRIPTION OF MARKETING EDUCATION COURSE OPTIONS

Curriculum patterns for Marketing Education programs should reflect the competencies required by businesses in the community (Rogers and Wolfe, 1990, p. 15). Curriculum patterns will be varied in order to suit the needs of individual high schools (Crawford and Meyer, 1972, p. 50).

Options for most small Marketing Education programs usually include some variation of the following courses: Marketing I (Basic Course), Marketing II (Beginning Cooperative) and Marketing III (Advanced Cooperative) (Crawford and Meyer, 1972, pages 49 and 50). Options for most large comprehensive high schools include variations of the above mentioned courses as well as Apparel and Accessories Marketing (Non-Cooperative), Apparel and Accessories Marketing (Beginning Cooperative) and Advanced Apparel and Accessories Marketing (Advanced Cooperative) (Crawford and Meyer 1972, p. 49). To meet increasing demands for trained personnel in specific industries, new curriculum patterns have been designed for Marketing Education programs in Virginia high schools. The course options would include the Marketing and Apparel and Accessories Marketing programs as well as specialized studies in marketing (Crawford and Mayer, 1972, p. 48). These specialized Marketing Education courses include Hospitality and Recreation Marketing, Food Marketing, Financial Services Marketing, Entrepreneurship, Marketing Management, Real Estate Marketing and a Senior Intensified program (Sherrod, 1989, pages 7 and 8). A description of each Marketing Education Program in Virginia is found in Table I.

DESCRIPTION OF MARKETING EDUCATION PROGRAMS

GENERAL MARKETING

This program is offered for students who have identified an interest in marketing occupations. Emphasis is given to education and training that will enable students to be ready for entry into full-time employment in marketing or into advanced educational or training programs.

APPAREL AND ACCESSORIES MARKETING

This specialized program is offered for students who have identified an interest in the marketing of clothing and accessories. Emphasis is given to fashion purchasing and selling, fashion cycles, fashion coordination, and promotion.

HOSPITALITY AND RECREATION MARKETING

This specialized marketing program is designed for students with a designated occupational interest in the hospitality specialties of hotel/motel or restaurant management. Students learn management methods relating to purchasing, promotion, personal and consumer management, and licensing requirements.

FOOD MARKETING

This specialized marketing program prepares students to perform marketing functions in establishments that deal primarily with food and beverage products.

FINANCIAL SERVICES MARKETING

This program prepares students to perform marketing functions in financial institutions such as banks, savings and loan associations, and credit departments of businesses.

ENTREPRENEURSHIP

This program is designed for students who have a career interest in managing or opening and operating their own business. Entrepreneurship typically entails all phases of owning a small marketing business.

MARKETING MANAGEMENT

This course is designed for students who plan to attend college and major in business with a concentration in marketing and/or management.

REAL ESTATE MARKETING

This introduction course is designed for students interested in pursuing a career in real estate marketing.

SENIOR INTENSIFIED PROGRAM

These courses are designed for students in the twelfth grade with no previous credits in marketing education.

SUMMARY

Characteristics of successful vocational education programs were easily identified. Most programs maintain excellence through curricula which is reflective of the real world of work which changes continuously, and as rapidly, as the world changes (Carr, 1986, p.22).

Because the fate of our economic system depends on a highly trained and adaptable workforce, it was evident that secondary vocational educational programs need to be constantly reviewed to meet new expectations (Poole and Zahn, 1989, p. 39). This restructuring can occur in marketing education by implementing additional industry specific training offered in settings necessary to meet the needs of the community (Mitzel, 1982, p. 1135).

CHAPTER III

METHODS AND PROCEDURES

In order to determine the recommendation of a semester course for the Marketing Education Program in Virginia Beach City Public Schools, a survey was designed. In this chapter, the population, the survey design, methods for collecting data, and procedures for analyzing the data will be discussed.

POPULATION

The population used in this study consisted of the Virginia Marketing Education Local Supervisors. Individuals in this study are from the Virginia School divisions with the largest Marketing Education programs: Norfolk, Roanoke, Fairfax, Richmond, Arlington, Newport News, Henrico, Chesapeake, Portsmouth, Petersburg, and Hampton. Eleven individuals participated in this survey.

DESCRIPTION OF INSTRUMENT

In order to determine the recommendation for a semester course for the Marketing Education Program in Virginia Beach City Public Schools, a survey was designed and administered to eleven Marketing Education local supervisors in Virginia during the Summer of 1990. The data for this study was collected by using a survey consisting of open form and close-ended questions. Survey questions were designed after consultation with the Marketing Education supervisor and the Director of Planning and Research for Virginia Beach City Public Schools. Survey questions dealt with Marketing Education course curriculum information. A sample of the survey is found in Appendix A.

METHODS FOR COLLECTING DATA

The researcher administered the survey to each Marketing Education local supervisor with the permission of the Vocational Education Director for Virginia Beach City Schools. A sample of the letter requesting permission to conduct the survey is found in Appendix B.

The researcher mailed the survey to the various Marketing Education local supervisors asking them to please complete the forms and explained the purpose of the study.

STATISTICAL ANALYSIS

The data for this study was compiled by the researcher. After tabulating the results of the survey, percentages were calculated for each of the items on the survey. The findings of the survey were presented in Chapter IV in table form.

SUMMARY

This chapter discussed the methods and procedures used to secure the data for this study. An open form survey was administered by the researcher to the Virginia Marketing Education Local Supervisors during the Summer of 1990.

Results of the survey will be discussed in the following chapter. Based on these findings, the recommendation of a semester course for the Marketing Education program in Virginia Beach City Public Schools will be made.

CHAPTER IV

PRESENTATION OF DATA

The purpose of this chapter was the presentation of the data determined by research conducted during the study. The data described was the result of a survey of eleven Virginia school divisions. The survey used for this study (Appendix A) was given to the Marketing Education Supervisor of each school division selected.

RESPONSES TO THE SURVEY

The following tables represent the utilization and recommendations of the various marketing education courses by eleven Virginia Marketing Education supervisors.

Table II illustrates the school divisions and the individuals who participated in the survey. 100 percent of the questionnaires were returned.

TABLE 2
School Systems and Individuals Surveyed

School Division	Marketing Education Supervisor
Arlington County Schools	Lisa Hodge
Chesapeake City Schools	Bernard Spellman
Fairfax County Schools	Elinor Burgess
Hampton City Schools	Doris Wimmer
Henrico County Schools	James Farr
Newport News City Schools	Ettalea Kanter
Norfolk City Schools	Sharalyn Batten
Petersburg City Schools	Charles Williams
Portsmouth City Schools	Lynette Whitley
Richmond City Schools	Mary-Meade Lee
Roanoke County Schools	Richard Turner

Table 3 showed that fifty-five percent (55%) of the supervisors who were surveyed reported that they currently do offer semester courses in marketing education. Forty-five percent (45%) currently do not offer semester courses in marketing education. The percentages shown in table 3 are rounded off to the nearest whole number.

Table 3
School Systems Utilizing Semester Courses

School System	Percent
Fairfax County Schools	9
Newport News City Schools	9
Norfolk City Schools	9
Portsmouth City Schools	9
Richmond City Schools	9
Roanoke County Schools	9
TOTAL	55

Table 4 shows the percentages of school systems who utilize specialized marketing education courses. Forty-five percent (45%) of the school systems surveyed do not offer specialized marketing education courses other than fashion merchandising.

Table 4

Specialized Marketing Education Courses Currently Utilized.

Name of Course	Number	Percentages
<hr/>		
Entrepreneurship	2	18
Financial Services Marketing	1	9
Food Marketing	1	9
Hotel Management	3	27
International Marketing	1	9
Mall Marketing	1	9
Media Marketing	1	9
Marketing Management	3	27
Real Estate Marketing	1	9
Retail Selling	1	9
Senior Intensified Program	3	27
Sports and Entertainment Marketing	1	9
Travel and Tourism	1	9

Entrepreneurship is the only specialized Marketing Education course currently utilized as a semester course. It is offered as a semester course in one of the school districts surveyed. Entrepreneurship is also offered as a year course in one of the school districts surveyed.

Other specialized courses that are utilized as year courses include Financial Services Marketing, Food Marketing, Hotel Management, International Marketing, Mall Marketing, Media Marketing, Marketing Management, Real Estate Marketing, Retail Selling, Senior Intensified Programs, Sports and Entertainment Marketing, and Travel and Tourism Marketing. Most of these courses are offered only once in the school districts surveyed. However, Hotel Management, Marketing Management, and the Senior intensified program are offered in three of the school districts surveyed.

Table 5 shows the percentages of school systems who recommend specialized marketing education courses. Only eighteen percent (18%) of the school systems surveyed did not recommend any specialized courses for use in Virginia Beach City Schools.

Table 5
Specialized Marketing Education Courses
Recommended by Supervisors

Name of Course	Number	Percentages
Entrepreneurship	5	45
Financial Services Marketing	2	18
Food Marketing	1	11
Global Marketing	1	11
Hospitality and Recreation Marketing	5	45
Marketing Management	3	27
Real Estate Marketing	1	11
Sports and Entertainment Marketing	1	11
Travel and Tourism	2	18

The specialized Marketing Education courses which were recommended by supervisors included Entrepreneurship, Financial Services, Marketing Food Marketing, Global Marketing, Hospitality and Recreation Marketing, Marketing Management, Real Estate Marketing, Sports and Entertainment Marketing, and Travel and Tourism Marketing. Entrepreneurship and Hospitality and Recreation Marketing

were each recommended by nearly half of the supervisors surveyed.

Finally, in comparing the responses from school systems which utilize specialized courses and the supervisors recommendations for specialized courses, we find that there is a significant correlation between the two. In other words, school systems who currently utilize specialized courses are more likely to recommend specialized courses.

SUMMARY

This chapter reported the results of the survey of eleven Virginia Marketing Education Supervisors. The information reported will be analyzed in the following chapter. Conclusions and recommendations will also be made in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this chapter was to report the conclusions and recommendations and summarize the findings of the research report.

SUMMARY

The problem stated was to determine a semester course that should be recommended for the continuation of the Marketing Education Program in Virginia Beach City Public Schools. More specifically, the purpose was to:

1. Identify semester courses currently used in Virginia school divisions.
2. Compare curriculum contents of semester courses with current Virginia Beach curriculum content to prevent overlap.
3. Determine the specific semester course that should be recommended to the Marketing Education Program in Virginia Beach City Public Schools.

A survey instrument was designed and administered to eleven Virginia Marketing Education Superivisors. The surveys were properly completed and the results were tabulated. The data was then presented in table form with percentages. Based on this, data, conclusions and recommendations were made for the marketing education program in Virginia Beach City Public Schools.

CONCLUSIONS

In fulfillment of the research objectives:

1. Identify semester courses currently used in Virginia school divisions. The research has shown that the semester courses offered in those school systems which were surveyed were: Introduction to Marketing and Entrepreneurship.

2. Compare curriculum contents of semester courses with current Virginia Beach curriculum to prevent overlap. Research showed that the curriculum contents of Entrepreneurship does not appear to overlap with competencies required in the current Virginia Beach curriculum. The contents of the Introduction to Marketing curriculum were not compared since that course is already

being utilized by Virginia Beach City Public Schools.

3. Determine the specific semester course that should be recommended to the Marketing Education program in Virginia Beach City Public Schools. Research showed that two courses: Entrepreneurship and Hospitality and Recreation Marketing were most often recommended by the supervisors. However, Entrepreneurship is currently being taught as a semester course in Roanoke County Schools. An excellent 18 week curriculum has been written for the course and the program has proven to be successful.

In addition, an analysis of the findings led to the following conclusions:

1. That most of the school systems surveyed currently utilize at least one semester course. The reason cited most often by school systems which do not offer Introduction to Marketing as a semester course is the lack of an identification of an appropriate follow-up semester course.

2. Many full year courses were recommended which are not currently being taught in Virginia Beach City Public Schools.

In addition, many of the supervisors stated that they are currently researching possible course offerings for future implementation. Only one supervisor expressed

negative feelings towards semester course offerings in marketing education.

RECOMMENDATIONS

Based on the results and conclusions of this study, the researcher suggests the following recommendations:

1. It is recommended that the course, Entrepreneurship, be added to the Marketing Education program in Virginia Beach City Public Schools.

2. It is recommended that additional studies be done to determine other marketing education courses that could be utilized as full-year courses for the Marketing Education program in Virginia Beach City Public Schools.

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APPENDICES

Appendix A - Marketing Education Survey

Appendix B - Letter Requesting Permission
to Conduct the Survey

Appendix C - Survey Cover Letter

APPENDIX A

MARKETING EDUCATION SURVEY

PURPOSE: This survey is being undertaken to identify semester courses, course descriptions, and curriculum materials currently utilized or recommended by your school division. The data will be used to determine a specific semester course that will meet present and future needs of Virginia Beach City Public Schools.

DIRECTIONS: Please indicate your response by placing a check(✓) or an answer in the space provided.

1. Do you currently offer semester courses in Marketing Education?

_____YES _____NO

2. If so, do they fall in a recommended sequence?

_____YES _____NO

3. If they do, what is the current sequence?

DIRECTIONS: Please place a check (✓) beside those courses which are currently utilized by your school division.

_____ Hospitality and Recreation Marketing
 _____ Food Marketing
 _____ Financial Services Marketing
 _____ Entrepreneurship
 _____ Marketing Management
 _____ Real Estate Marketing
 _____ Senior Intensified Program
 _____ Other (please list)

DIRECTIONS: Please indicate your response by placing a check (✓) or an answer in the space provided.

1. Do you have a recommended sequence of semester marketing courses other than what you are currently offering?

_____YES _____NO

2. If so, what is the recommended sequence?

DIRECTIONS: Please place a check (✓) beside each of the following courses you would recommend although they are not currently utilized by your school division?

- ☐ Hospitality and Recreation Marketing
- ☐ Food Marketing
- ☐ Financial Services Marketing
- ☐ Entrepreneurship
- ☐ Marketing Management
- ☐ Real Estate Marketing
- ☐ Senior Intensified Program
- ☐ Other (please list)

In an attempt to determine curriculum content, could you please return the course outlines, descriptions, and curriculum materials for recommended courses with this survey?

Thank you for your assistance. Your response will aid the Virginia Beach City Public Schools Marketing Education program in becoming more responsive to the needs of the students and the community of Virginia Beach.

FIRST COLONIAL HIGH SCHOOL

Charles H. Atkinson
Principal

1272 MILL DAM ROAD
VIRGINIA BEACH, VIRGINIA 23454

Carol Anthony
Assistant Principal

M. Joanne Belda
Assistant Principal

Richard Hanna
Assistant Principal

June 6, 1990

Mr. Francis J. Foster, Jr.
Vocational and Adult Education Director
Virginia Beach City Public Schools
Instructional Annex
2481 North Landing Road
Virginia Beach, Virginia 23456

Dear Mr. Foster:

I am currently pursuing a masters degree in vocational education from Old Dominion University. My anticipated date of graduation is May, 1991.

The title of my thesis is "A Study to Determine the Recommendation of a Semester Course for the Marketing Education Program in Virginia Beach City Public Schools". In order to complete the paper, I would like to survey the fifteen Virginia Marketing Education Local Supervisors. I am, therefore, requesting your permission to survey the Virginia Marketing Education Local Supervisors.

Thank you for your assistance in this matter, Mr. Foster. I look forward to receiving a response from you by June 15.

Sincerely,

Ruth P. Karangelen
Ruth P. Karangelen

FIRST COLONIAL HIGH SCHOOL

Charles H. Atkinson
Principal

Carol Anthony
Assistant Principal

M. Joanne Belda
Assistant Principal

Richard Hanna
Assistant Principal

1272 MILL DAM ROAD
VIRGINIA BEACH, VIRGINIA 23454

June 15, 1990

Sheralyn Batten, Supervisor
Norfolk City Schools
800 E. City Hall Avenue
Norfolk, VA 23510

Dear Mrs. Batten,

The School Board of the Virginia Beach City Public Schools has decided that a five-year comprehensive improvement plan is needed for vocational education. The General Advisory Council for Vocational Education has been divided into subcommittees in order to determine present and future needs in the different subject areas. I am currently serving as a member of the Marketing Education subcommittee.

Because Introduction to Marketing is a semester course in Virginia Beach, the current curriculum does not provide for students who desire a full three-year, five credit program. It also does not provide a follow-up semester course for the student interested in only a one-year program.

You have been identified as an individual that could assist in the determination of a specific semester course, or any course that could be modified to become a semester course, that should be recommended to the Marketing Education Program in Virginia Beach City Public Schools. Enclosed you will find a survey of semester courses, course descriptions, and curriculum materials currently utilized or recommended by your school division. Although this survey is also a vital part of my master's program at Old Dominion University, the results will help the Marketing Education subcommittee to create a curriculum that will meet present and future needs.

I greatly appreciate your time and assistance in completing this questionnaire and in returning the requested materials. I would appreciate the return of the survey and materials by June 29, 1990. Please mail correspondence to Post Office Box 65092, Virginia Beach, Virginia, 23464. If you have any questions, please call me at my home, 424-3917.

Sincerely: