



Request for Substantial Changes to an Existing Program

Existing Program Information

- I. Name and Degree Type of Academic Program: BSBA in Marketing
 - a) Existing Emphases (if applicable):
 - b) Academic Unit(s)/College(s): Marketing/ Eller College of Management
 - c) Current CIP Code: 52.1399
- II. Primary Contact and Email: Sangeetha Venkat | svenkat@arizona.edu
- III. Planned start term for changes (fall only): Fall 2025

Program Changes

- IV. Describe the proposed changes to the program as well as the rationale for making the specific changes and include any relevant supporting data.

Currently, marketing majors are required to complete four core courses—MKTG 376 (Marketing Analytics), MKTG 440 (Marketing Research), MKTG 450 (Consumer Behavior), and MKTG 471 (Marketing Policies & Operations)—in addition to MKTG 361 (Introduction to Marketing), which is mandatory for all Eller majors. To fulfill the major requirements, students must also choose any three electives from the following options:

1. MKTG 423 Digital Marketing
2. MKTG 425 Applied Advertising
3. MKTG 426 Pricing & Channels
4. MKTG 428 Sales Communication
5. MKTG 451 CRM & Marketing Analytics
6. MKTG 452 Integrated Marketing Communications
7. MKTG 453 Brand Management
8. MKTG 454 Management of Sales Operations
9. MKTG 456 International Marketing
10. MKTG 459 Product Management & Innovation
11. MKTG 430 Retail Marketing
12. MKTG 457 Advanced Sales Topics

Proposed Changes:

Instead of selecting any combination of electives, marketing majors will now have the option to follow a more focused path by choosing either a **Sales Sub-Plan** or a **Comprehensive Marketing Sub-Plan**. The core courses and the MKTG 361 requirement will remain unchanged.

Students who wish to specialize in sales will work with their advisor to plan ahead and take the following three courses, which will satisfy their major requirements for graduation:

1. MKTG 428 Sales Communication
2. MKTG 454 Management of Sales Operations
3. MKTG 457 Advanced Sales Topics

Students pursuing the Comprehensive Marketing Sub-Plan will continue to choose any combination of electives, as they have previously, without any changes.

Rationale for the Proposed Change:

The Sales Sub-Plan is a strategic addition to the marketing major, addressing the growing demand for specialized sales skills and positioning students for success in a rapidly evolving job market. It offers a clear, focused pathway that complements the existing marketing curriculum while providing practical, career-ready skills.

- **Industry Demand and Job Growth:** Sales roles are a significant career path for marketing graduates, with 80% entering sales immediately upon graduation and 70% of university graduates pursuing sales-related careers. U.S. Bureau of Labor Statistics data projects strong job growth in sales roles, such as a 7% increase for Sales Managers and 10% for Sales Representatives by 2030. The Sales Sub-Plan equips students with the skills required to meet this demand.
- **Enhanced Career Preparation:** The Sales Sub-Plan offers focused courses in Sales Communication, Sales Operations Management, and Advanced Sales Topics, providing students with practical, hands-on skills that translate directly to real-world sales scenarios across industries, including tech and non-profits. This ensures that graduates are well-prepared for complex sales roles that require strategic thinking and advanced communication skills.
- **Marketing Department Advisory Board Support:** Strong backing from the Marketing Department Advisory Board (MDAB) and leading companies like Cisco, Ring Central, and Procter & Gamble reinforces the need for specialized sales education. These organizations have expressed interest in partnering with the department to train their sales teams, creating potential opportunities for student internships and direct industry engagement.

V. Comparison Chart –

UNDERGRADUATE <i>Only list modifications to requirements, if there is no change, leave blank.</i>	Existing Major Requirements	Requirements For Sales Sub-Plan
Name and Degree Type (BA, BS, BSBA, etc.)*	BSBA Marketing	BSBA Marketing
CIP Code –lookup here	52.1399	52.1399
Total units required to complete the degree* (Note: this is for the entire degree, not just the major)	120 units	120 units
Upper division units required to complete the degree	45 units	45 units

Total CC transfer units that may apply to this degree*	64 units	64 units
Foundation courses		
Math	M-Strand	M-Strand
Second Language	2 nd Semester Proficiency	2 nd Semester Proficiency
General Education		
Introduction to General Education course (1 unit)	Introduction to General Education course (1 unit)	Introduction to General Education course (1 unit)
GE Exploring Perspectives: Choose one course from each domain. (12 units total)	GE Exploring Perspectives: Choose one course from each domain. (12 units total)	GE Exploring Perspectives: Choose one course from each domain. (12 units total)
GE Building Connections: Choose three courses (9 units) from two or more disciplines and/or perspectives.	GE Building Connections: Choose three courses (9 units) from two or more disciplines and/or perspectives.	GE Building Connections: Choose three courses (9 units) from two or more disciplines and/or perspectives.
GE Capstone course (1 unit)	GE Capstone course (1 unit)	GE Capstone course (1 unit)
List any special requirements to declare or gain admission to this major (completion of specific coursework, minimum GPA, interview, application, etc.)	Professional admissions to the Eller Upper Division	Professional admissions to the Eller Upper Division
Minimum # of units required in the major (units counting towards major units and major GPA)	21	21
Minimum # of upper-division units required in the major (upper division units counting towards major GPA)	21 units	21 units
Minimum # of residency units to be completed in the major	12	12
Required supporting coursework (courses that do not count towards major units and major GPA but are required for the major). Courses listed must include prefix, number, units, and title. Include any limits/restrictions in place/needed (house number limit, etc.). Provide course use form if adding courses not owned by your department.	<p>BSBA (Pre-existing) Common Core: Complete 31 units</p> <ul style="list-style-type: none"> • BCOM 314R Business Communication (3) • ECON 300 Microeconomic Analysis for Business Decisions (3) • ECON 330 Macroeconomic and Global Institutions and Policy (3) • ENTR 485 Innovating: Creating the Future (3) • FIN 360 Quantitative Finance Management (3) and FIN 360L Quantitative Finance Management Lab (1) • MGMT 310A Organization Behavior and Management (3) • MGMT 402 Integrating Business Fundamentals with Ethics and Law in Management (3) • MIS 304 Using and Managing Information Systems (3) • MKTG 361 Introduction to Marketing (3) 	<p>BSBA (Pre-existing) Common Core: Complete 31 units</p> <ul style="list-style-type: none"> • BCOM 314R Business Communication (3) • ECON 300 Microeconomic Analysis for Business Decisions (3) • ECON 330 Macroeconomic and Global Institutions and Policy (3) • ENTR 485 Innovating: Creating the Future (3) • FIN 360 Quantitative Finance Management (3) and FIN 360L Quantitative Finance Management Lab (1) • MGMT 310A Organization Behavior and Management (3) • MGMT 402 Integrating Business Fundamentals with Ethics and Law in Management (3) • MIS 304 Using and Managing Information Systems (3) • MKTG 361 Introduction to Marketing (3)

	<ul style="list-style-type: none"> • OSCM 373 Basic Operations Management (3) <p>*15 units of the common core must be completed in residence</p>	<ul style="list-style-type: none"> • OSCM 373 Basic Operations Management (3) <p>*15 units of the common core must be completed in residence</p>
<p>Major requirements. List all major requirements including core and electives. Courses listed count towards major units and major GPA. Courses listed must include prefix, number, units, and title. Mark new coursework (New). Include any limits/restrictions (house number limit, etc.). Provide course use form if adding courses not owned by your department. Recommend ordering requirements in the same order as your advisement report.</p>	<ul style="list-style-type: none"> • MKTG 376 Marketing Analytics (3) • MKTG 440 Marketing Research (3) • MKTG 450 Consumer Behavior (3) • MKTG 471 Marketing Policies & Operations (3) <p>Electives: 9 units from the following:</p> <ul style="list-style-type: none"> • MKTG 423 Digital Marketing • MKTG 425 Applied Advertising • MKTG 426 Pricing & Channels • MKTG 428 Sales Communication • MKTG 451 CRM & Marketing Analytics • MKTG 452 Integrated Marketing Communications • MKTG 453 Brand Management • MKTG 454 Management of Sales Operations • MKTG 456 International Marketing • MKTG 459 Product Management & Innovation • MKTG 430 Retail Marketing • MKTG 457 Advanced Sales Topics 	
<p>Emphases. If making changes to emphases, or adding emphases for the first time, list those changes or new requirements here.</p>		<p><u>Common Core:</u></p> <ul style="list-style-type: none"> • MKTG 376 Marketing Analytics (3) • MKTG 440 Marketing Research (3) • MKTG 450 Consumer Behavior (3) • MKTG 471 Marketing Policies & Operations (3) <p><u>Emphasis Requirements:</u></p> <p><u>Comprehensive Marketing Sub-Plan</u> Any three from the following list of electives:</p> <ul style="list-style-type: none"> • MKTG 423 Digital Marketing • MKTG 425 Applied Advertising • MKTG 426 Pricing & Channels • MKTG 428 Sales Communication • MKTG 451 CRM & Marketing Analytics • MKTG 452 Integrated Marketing Communications • MKTG 453 Brand Management • MKTG 454 Management of Sales Operations • MKTG 456 International Marketing • MKTG 459 Product Management & Innovation • MKTG 430 Retail Marketing • MKTG 457 Advanced Sales Topics

		<u>Sales Sub-Plan</u> <ul style="list-style-type: none"> • MKTG 428 Sales Communication • MKTG 454 Management of Sales Operations • MKTG 457 Advanced Sales Topics
Internship, practicum, applied course requirements. (Yes/No). If yes, provide description.	No	No
Senior thesis or senior project required (Yes/No). If yes, provide description.	No	No
Additional requirements (provide description)	No	No
Minor (optional or required)	Optional	Optional

VI. Emphases – if adding emphases for the first time, please complete the following.

- a) Total number of students that have completed the major in the past 3 years (include double majors and dual degree majors): 643 marketing graduates (primary and secondary majors) from Summer 2021 to Summer 2024
- b) Total number of students currently enrolled in the program: 442 students as of Fall 2024
- c) Special Conditions for Admission/Declaration – explain in detail the criteria to declare the emphases, including GPA requirements, completion of courses prior to declaration, application process, interviews, etc. These conditions must be approved by faculty governance to be enforced.

During the first semester of their junior year, the Marketing Academic Advisor will visit the MKTG 376 Marketing Analytics class mid-semester to explain the two available sub-plans: the Comprehensive Marketing Sub-Plan and the Sales Sub-Plan. Students will then submit an interest form indicating their preferred sub-plan. Based on their selections, the Marketing Advisor will assist students in choosing the appropriate electives for their chosen sub-plan.

- d) Transcript – Should the emphasis name appear on the transcript? Yes
- e) Diploma – Should the emphasis name appear on the diploma? No
- f) Description and Learning Outcome(s) – at least one new learning outcome is required per emphasis requested.

Do you envision an exciting career in marketing and sales? The Marketing major provides a thorough exploration and understanding of the industry. As marketing strategies become increasingly vital for the success of every business and brand, skilled marketing professionals and visionary leaders are continually sought after across diverse sectors. Students seeking their Bachelor of Science in Business Administration in Marketing complete prerequisites before applying to the University of Arizona's esteemed Eller College of Management to gain access to upper-division coursework. Undergraduates immerse themselves in captivating courses such as marketing analytics and research, consumer behavior, advertising, sales, brand and product management, marketing communications, digital marketing, and marketing policies and behaviors. The curriculum is uniquely designed with experiential learning components to acquaint students with real-world business hurdles. Through student

organizations, Marketing majors can tap into invaluable networking avenues and collaborate with local enterprises on innovative advertising and promotional campaigns.

Both Sub-Plans (All Marketing Majors) – No changes to the Learning Outcomes and Assessments

Learning Outcome #1: Marketing Concept: Apply the principles of the marketing mix
Concepts: Fundamental marketing principles and the marketing mix (product, price, place, promotion).
Competencies: Application and use of the 4Ps
Learning Outcome #2: Market Research: Demonstrate proficiency in conducting market research
Concepts: Marketing research methods; what, when and how to utilize market research tools.
Competencies: Use of marketing research methods
Learning Outcome #3: Integrative Thinking (Applying integrative thinking to marketing strategies)
Concepts: Displays the ability to integrate multiple marketing concepts.
Competencies: Ability to integrate marketing concepts
Learning Outcome #4: Critical Thinking (Demonstrating critical analysis in marketing)
Concepts: Displays the ability to critically analyze market-oriented information.
Competencies: Analyze market-oriented information
Learning Outcome #5: Business Communication (Applying principles of professional business communication)
Concepts: Presents appropriate professional quality analysis of market-oriented phenomenon.
Competencies: Analysis of market-oriented phenomenon
Learning Outcome #6: Creative Thinking (Leveraging creativity for problem solving in marketing)
Concepts: Demonstrates the ability to creatively solve problems within a market-oriented analysis.
Competencies: Solve problems within a market-oriented analysis
Learning Outcome #7: Ethical Awareness and Sensitivity (Demonstrating ethical awareness and sensitivity in marketing)
Concepts: Recognizes ethical decision making process in marketing.
Competencies: Use of ethical decision-making process

Curriculum Map: Which courses in the emphasis connect to these learning outcomes? Use the table below to provide the information, Key: “I” = Introduced; “R”= reinforced and opportunity to practice; “M”= mastery at the senior or exit level; “A”= assessment evidence collected for program-level decision making

Courses	Emphasis 1 Student Learning Outcomes						
	LO1 Marketing Concept	LO2 Market Research	LO3 Integrative Thinking	LO4 Critical Thinking	LO5 Business Communication	LO6 Creative Thinking	LO7 Ethical Awareness & Sensitivity
MKTG 376	A					A	
MKTG 440		A					
MKTG 450				A	A		A
MKTG 471						A	

All marketing majors, regardless of their sub-plan, will be assessed on the same 7 Learning Outcomes as part of the core major requirements. Additionally, students in the Comprehensive Marketing Sub-Plan will be assessed on 3 specific Learning Outcomes related to that sub-plan, while students in the Sales Sub-Plan will be assessed on 3 Learning Outcomes specific to sales. The learning outcomes for each sub-plan are outlined below.

Emphasis 1: Comprehensive Marketing Sub-Plan – New set of Learning Outcomes and Assessments

Learning Outcome #1: Marketing Communications
Concepts: Digital marketing, integrated marketing communications, applied advertising, and brand management.
Competencies: Develop and implement cohesive messaging strategies across digital and traditional media.
Learning Outcome #2: Marketing Tactics
Concepts: Pricing strategies, retail marketing, and CRM
Competencies: Implement tactical marketing approaches for customer acquisition and retention.
Learning Outcome #3: Global and Innovative Marketing Strategies
Concepts: International marketing, product management, and innovation.
Competencies: Design adaptive marketing strategies for global markets, drive product innovation, and develop competitive differentiation strategies.

Curriculum Map: Which courses in the emphasis connect to these learning outcomes? Use the table below to provide the information, Key: “I” = Introduced; “R”= reinforced and opportunity to practice; “M”= mastery at the senior or exit level; “A”= assessment evidence collected for program-level decision making

Courses	Emphasis 1 Student Learning Outcomes		
	LO1 Marketing Communications	LO2 Marketing Tactics	LO3 Global and Innovative Marketing Strategies
MKTG 452	A		
MKTG 453	A		
MKTG 451		A	
MKTG 426		A	
MKTG 456			A
MKTG 459			A

Emphasis 2: Sales Sub-Plan – New set of Learning Outcomes and Assessments

Learning Outcome #1: Sales Communication
Concepts: Verbal, non-verbal, and written communication in sales contexts.
Competencies: Crafting persuasive and ethical sales messages
Learning Outcome #2: Managing Strategic Sales Operations
Concepts: Sales program planning, opportunity management, and account relationship management

Competencies: Plan and execute sales strategies that align with organizational goals
Learning Outcome #3: Analytics and Leadership Skills
Concepts: Data-driven decision-making and leadership in sales management
Competencies: Using sales analytics for forecasting and performance evaluation

Curriculum Map: Which courses in the emphasis connect to these learning outcomes? Use the table below to provide the information, Key: “I” = Introduced; “R”= reinforced and opportunity to practice; “M”= mastery at the senior or exit level; “A”= assessment evidence collected for program-level decision making

Courses	Emphasis 2 Student Learning Outcomes		
	LO1 Sales Communications	LO2 Managing Strategic Sales Operations	LO3 Analytics and Leadership Skills
MKTG 428	A		
MKTG 454		A	
MKTG 457			A

Budgetary Considerations

- I. Faculty impact – will new faculty hires be required to deliver the new, proposed curriculum? Note: New hires will require funding directly from the college and/or department. Proposal approval does not denote approval for institutional funding.

The marketing department is hiring a Clinical Track faculty member who can teach a variety of courses, including those with a special emphasis on sales. No additional faculty hires will be required to deliver the proposed curriculum, as all courses for the sub-plans are already being offered and taught.

- II. Budgetary impact – indicate new resources needed at the department/college and institutional level to implement proposed changes. If reallocating resources, indicate where resources will be taken from and the impact this will have on students/faculty/program/unit.

No new resources are needed at the department, college, or institutional level to implement the proposed changes. The courses required for the sub-plans are already part of the existing curriculum and are being taught by current faculty. If any reallocations occur, they will be managed within the department without negatively impacting students, faculty, or the program.

Additional Details

- III. Accreditation/Board Approval - N/A. The proposed sub-plan options for the BSBA Marketing program do not require additional accreditation or board approvals, as it maintains the existing processes and standards currently in place for marketing majors.
- IV. Transfer Student Consideration (undergrad only) – Please explain how you have planned and evaluated the changes you requested in the context of:

- Mitigating the complexity of the transfer pathway/curriculum: The sub-plan builds on the current curriculum, which already accommodates transfer students. No new barriers or requirements are being added.
- Supporting transfer student success: The courses within the sub-plan align with the foundational and advanced coursework already available, ensuring that transfer students can seamlessly integrate into the program without disruption.
- Ensuring transferability of course work from Arizona community colleges: The sub-plan uses courses that adhere to established transfer policies and articulation agreements with Arizona community colleges, ensuring that students can transfer applicable coursework without difficulty.

The sub-plan options retain the existing structure and processes for marketing majors, ensuring no additional complexity is introduced to the transfer pathway or curriculum.

V. Required signatures

Program Director/Main Proposer (print name and title): Sangeetha Venkataramani | Assistant Marketing Department Head and Lecturer in Marketing

Program Director/Main Proposer signature: *V. Venkataramani*
Date: 2/10/25

Department Head (print name and title): Jesper Nielsen | Marketing Department Head

Department Head's signature:
Date: 2/10/25



Associate/Assistant Dean (print name): Anne Pagel

Associate/Assistant Dean's signature:
Date: 02/12/2025



Dean (print name):

Dean's signature:
Date: