



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) 	<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)

	<ul style="list-style-type: none"> • 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) • 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"> • 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) • 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

		<ul style="list-style-type: none"> • 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><u>Sales Sub-Plan</u></p> <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.

- 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
- Total number of students currently enrolled in the program: 442 students as of Fall 2024
- 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.
- Transcript – Should the emphasis name appear on the transcript? Yes
- Diploma – Should the emphasis name appear on the diploma? No
- Description and Learning Outcome(s) – at least one new learning outcome is required per emphasis requested. Add rows and tables as needed. Visit the [University Center for Assessment, Teaching and Technology \(UCATT\)](#) for resources and consultation. UCATT review and approval is required.

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

Learning Outcome #1: Applying the Marketing Mix: Students will be able to apply fundamental marketing principles and effectively implement the marketing mix to develop and execute marketing strategies.

Concepts: Fundamental marketing principles and the marketing mix (product, price, place, promotion).
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Competencies: Applying the 4Ps, designing marketing strategies, and evaluating marketing effectiveness.
Learning Outcome #2: Conducting Market Research: Students will be able to design and execute market research studies to collect, analyze, and interpret data for informed decision-making.
Concepts: Marketing research methods, data collection techniques, research tool selection.
Competencies: Conducting market research, interpreting consumer insights, and utilizing data-driven decision-making.
Learning Outcome #3: Integrating Marketing Concepts: Students will be able to synthesize multiple marketing concepts to develop cohesive and effective marketing strategies.
Concepts: Marketing integration, strategic decision-making, cross-functional marketing approaches.
Competencies: Integrating marketing concepts, formulating data-driven strategies, and applying interdisciplinary thinking.
Learning Outcome #4: Applying Critical Thinking in Marketing: Students will be able to critically evaluate market-oriented information to identify trends, challenges, and opportunities for effective decision-making.
Concepts: Market analysis, problem-solving, strategic evaluation.
Competencies: Analyzing market data, assessing business challenges, and making evidence-based marketing decisions.
Learning Outcome #5: Communication Marketing Insights Professionally: Students will be able to effectively communicate marketing insights and strategies through professional business communication.
Concepts: Business communication, marketing analysis, professional presentation.
Competencies: Presenting marketing findings, writing professional reports, and articulating marketing strategies clearly.
Learning Outcome #6: Applying Creative Thinking in Marketing: Students will be able to develop innovative and creative solutions to address marketing challenges and drive business success.
Concepts: Creativity in marketing, problem-solving, and strategic innovation.
Competencies: Developing creative marketing solutions, generating innovative campaign ideas, and solving business challenges through creativity.
Learning Outcome #7: Demonstrating Ethical Awareness in Marketing: Students will be able to recognize and apply ethical principles in marketing decision-making to ensure transparency and social responsibility.
Concepts: Ethical decision-making, corporate social responsibility, marketing ethics.
Competencies: Identifying ethical dilemmas, applying ethical reasoning, and making responsible marketing decisions.

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: Students will be able to develop and implement cohesive messaging strategies across digital and traditional media to enhance brand positioning and consumer engagement.
Concepts: Digital marketing, integrated marketing communications, applied advertising, brand management, digital and traditional media
Competencies: Developing messaging strategies, building advertising/marketing campaigns, creating branding messages.
Learning Outcome #2: Marketing Tactics: Students will be able to apply tactical marketing strategies to optimize pricing, customer acquisition, and retention.
Concepts: Pricing strategies, retail marketing, and customer relationship management (CRM)
Competencies: Implementing pricing models, optimizing distribution channels, managing customer engagement strategies.
Learning Outcome #3: Global and Innovative Marketing Strategies: Students will be able to design and implement adaptive marketing strategies for global markets while leveraging product innovation and competitive differentiation.
Concepts: International marketing, product management, and innovation.
Competencies: Developing global marketing strategies, driving product innovation, creating 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: Students will be able to craft persuasive and ethical sales messages using various communication modalities to engage and influence customers.
Concepts: Verbal communication, non-verbal communication, written communication in sales contexts.
Competencies: Crafting persuasive messages, adapting communication styles, delivering ethical sales presentations.
Learning Outcome #2: Managing Strategic Sales Operations: Students will be able to plan and implement sales strategies that align with organizational goals and drive customer engagement.
Concepts: Sales program planning, opportunity management, and account relationship management
Competencies: Developing sales strategies, managing customer relationships, optimizing sales opportunities.
Learning Outcome #3: Sales Analytics and Leadership Skills: Students will be able to apply sales analytics and leadership skills to forecast performance and make data-driven decisions.
Concepts: Data-driven decision-making, sales forecasting, sales performance evaluation, and leadership in sales management.
Competencies: Analyzing sales data, forecasting market trends, leading and optimizing sales teams.

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
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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:

Dean (print name):

Dean's signature:

Date: