

Fanshawe College

FIRST: Fanshawe Innovation, Research, Scholarship, Teaching

Documentation (Approvals etc...)

Marketing Management

2019

MKM1 Curriculum Modification for 2020-21

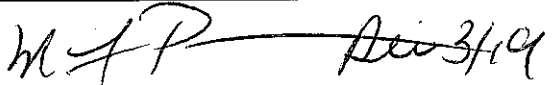
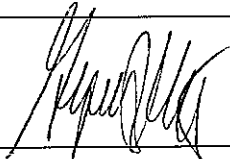
Fanshawe College

Follow this and additional works at: https://first.fanshawec.ca/cae_business_marketingmgmt_documentation

CURRICULUM MODIFICATION REQUEST FORM

COURSE OR PROGRAM CURRICULUM "RATIONALE FOR CHANGE"

Program Requiring Changes

| | | |
|---|---|--|
| Program Title: Marketing Management | | |
| Program Number: MKM1 | Date Submitted: 11/21/2019 | |
| Dean responsible for program: Mary Pierce | Associate Dean: Lisa Schwerzmann | |
| Credential Provided: <input type="checkbox"/> Declaration of Academic Achievement <input type="checkbox"/> Local Certificate <input type="checkbox"/> Ontario College Certificate <input type="checkbox"/> Diploma <input type="checkbox"/> Advanced Diploma <input checked="" type="checkbox"/> Grad Certificate <input type="checkbox"/> Degree <input type="checkbox"/> Apprenticeship | | |
| Program Intakes: <input checked="" type="checkbox"/> F <input checked="" type="checkbox"/> W <input checked="" type="checkbox"/> S Other: | Catalogue Year(s) Impacted: 2080/21 | |
| Residency Requirement: <input checked="" type="checkbox"/> Met or <input type="checkbox"/> Not Met | Date of Last Program Review: 5/27/2019 | |
| <i>I have read the reasons for the change and...</i> | | <i>Signature and date</i> |
| Dean of Faculty (Lead program): | <input checked="" type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve |  Dec 3/19 |
| Dean of Faculty (Affiliate program-impacted by change): | <input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve | |
| Dean of Faculty (Affiliate program-impacted by change): | <input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve | |
| Senior Vice President Academic (required for major changes and late DAs): | <input type="checkbox"/> Approve <input type="checkbox"/> Do Not Approve | |
| Director, Centre for Academic Excellence: | <input checked="" type="checkbox"/> Supports <input type="checkbox"/> Does Not Support |  12/9/2019 |
| Office of the Registrar: | <input type="checkbox"/> Supports <input type="checkbox"/> Does Not Support | |
| Notes: | | |

Please answer each of the questions below, if applicable. Missing or incomplete information may delay review of the proposed changes.

1.0 Describe proposed change(s). Complete Appendix A (if necessary) and amend SDAR (Refer to Appendix C).

1. MKTG-6017, Primary Market Research moves from level 2 to 1 and is a core course. The PAC supported this pedagogy as research methods are needed for level 1 courses.
2. MKTG-5006, Marketing Management has been added to level 1. This provides students without a business/marketing undergraduate degree to be fully exposed to all element of marketing management.
3. MKTG-6016 Marketing Communication is removed and replaced with MKTG-5006.
4. MKTG-6018, Consumer Behaviour is moved from level 1 to level 2.
5. MGMT-5039 Community Consultancy is matured and replaced with MGMT-5092 Consultancy Employer Rounds and moved to level 2. MGMT-5092 is a capstone experiential learning opportunity offered in the graduating semester. Students will then have the opportunity to mature their learning with key courses in level 1. PAC supported the move from what was a more strategy focused to a “doing” and rotating structure.
6. MGMT-5050, New Media is no long a group sub requirement and is a core course is level 2. Given the rapid evolution of technology in marketing, the PAC felt this was a necessary change.
7. Sub requirement level 2, group 1 is now MGMT-6018, Consumer Behaviour and MKTG-6015, Not-for-profit marketing.
8. INNV-6001, Innovative Applications has been added to level 2 sub requirement.

2.0 Reason/Rationale for Changes

2.1 The reason for the change is based on:

- A recent program review
- Program Advisory Committee feedback
- Student feedback
- KPI results

- Accreditation or other regulatory requirements
- Shared curriculum
- Trends in the field/industry
- Other (please describe):

2.2 Does the change support the College's Strategic Framework (mission, vision, values)?

- Yes
- No (If no, please explain)

2.3 What strategic goal(s) does the proposed change support?

- Goal 1 - Enhance innovative practices for exceptional student learning
- Goal 2 - Manage enrolment growth
- Goal 3 - Optimize use of resources
- Goal 4 - Build sustainable sources of alternative revenue

3.0 Students

3.1 Will the change affect the cost of the program for students?

- Yes
- No

3.2 If yes, there will be an additional cost for:

- Materials (Include details):
- Equipment (Include details):
- Other (Please describe):

4.0 Program Learning Outcomes

4.1 Will the proposed change meet the Program Vocational Learning Outcomes? (Complete Appendix B and mark the changes in the mapping [e.g. red font])

- Yes
- No

4.2 Are there any implications related to progression because of pre-requisite courses (and/or co-requisite courses)?

- No
- Yes (If yes, please explain)

5.0 Relationships with Other Programs

5.1 Are any of the courses impacted by the change provided by another School (e.g., SLLS, LKSB) and/or delivered at another campus?

- No

Yes

5.2 What Schools/Campuses will be impacted by the proposed change?

- Lawrence Kinlin School of Business
- School of Information Technology
- School of Tourism, Hospitality and Culinary Arts
- School of Community Studies
- School of Health Sciences
- School of Nursing
- School of Public Safety
- School of Contemporary Media
- School of Design
- School Digital and Performing Arts
- School of Language and Liberal Studies
- Donald J. Smith School of Building Technology
- Norton Wolf School of Aviation Technology
- School of Applied Sciences and Technology
- School of Transportation Technology and Apprenticeship
- Continuing Education
- Simcoe/Norfolk Regional Campus
- St Thomas/Elgin Regional Campus
- Woodstock/Oxford Regional Campus
- Huron/Bruce Regional Sites

5.3 Will the change affect pathway agreements (e.g., bridging, articulations, laddering, advanced standing) with other Fanshawe program(s) and/or other institution(s)?
(Refer to the pathway agreements listed here: <http://transferagreements.fanshawec.ca/>)

- No
- Yes (If yes, indicate when you will notify the other Fanshawe program(s) and/or other institution(s) and the Pathways Coordinator in the Centre for Academic Excellence of the change)

5.4 If this program is a Co-Operative Education program, will the proposed change impact Co-op?

- No
- Yes (If yes, consult with the Co-op office prior to submission)

6.0 Resource Implications of Proposed Changes

6.1 Will the proposed change have staffing implications?

No

Yes (If yes, please explain)

6.2 Will the proposed change impact any of the Enabling areas?

No

Yes (If yes, please explain)

6.3 Will the proposed change affect space and/or technology requirements?

No

Yes (If yes, please explain)

7.0 General College Requirements

7.1 Are changes consistent with Colleges policies?

Yes

No (If no, please explain)

7.2 Will the program meet the General Education requirements (Policy A126) as listed below?

No

Yes

| | | |
|---|--|---|
| Local Certificate, Ontario College Certificate and Graduate Certificate - none required) | Diploma - 3 required (minimum of 1 must be an elective) | Advanced Diploma - 4 required (minimum of 2 must be electives) |
|---|--|---|

7.3 Will the program have 25% distinct curriculum to meet the Residency Requirement of 25% credit units? Consider all pathway agreements (e.g., bridging, internal articulations, laddering, advanced standing) with other Fanshawe programs and/or other institutions.

No

Yes

Note: In accordance with POLICY NUMBER: A122 Graduation from Approved College Programs

...to be eligible for any College Credential a student must be enrolled and complete at least 25% of that program's credit units at Fanshawe College, unless stipulated differently by other approving bodies such as the Postsecondary Education Quality Assessment Board (PEQAB).

7.4 Indicate:

- i) Total program hours before proposed change: _____ 615 _____
- ii) Total program hours after proposed change: _____ 615 _____
- iii) Level(s) in which the proposed change(s) occurs: _____ 1 & 2 _____

7.4.1 Are the total program hours consistent with the requirements as listed below?

- Yes
- No (If no, please explain)

| | |
|---|--|
| Local Certificate - 300 hours | Ontario College Certificate - 600 hours |
| Diploma - 1200 to 1400 hours | Advanced Diploma - 1800 to 2100 hours |
| Graduate Certificate - 600 hours | |

APPENDIX A: PROPOSED CURRICULUM MODIFICATION - Marketing Management - MKM

| Course Code | Existing DA Courses | Total Hours | Total Credits | Changes | Course Code | Proposed DA Courses | Total Hours | Total Credits |
|--|--|-------------|---------------|---|--------------|--|-------------|---------------|
| Level 1 | | | | | | | | |
| Take All of the Following Mandatory Courses | | | | | | | | |
| | | | | Moved from Level 2 subrequirement | MKTG-6017 | Primary Marketing Research | 45 | 3 |
| COMP-5062 | Web Design for Optimization | 60 | 4 | no change | COMP-5062 | Web Design for Optimization | 60 | 4 |
| MGMT-6066 | CRM A Management Approach | 45 | 3 | no change | MGMT-6066 | CRM A Management Approach | 45 | 3 |
| MGMT-5074 | Google Analytics | 45 | 3 | no change | MGMT-5074 | Google Analytics | 45 | 3 |
| COMM-6019 | Advanced Professional Communication | 45 | 3 | no change | COMM-6019 | Advanced Professional Communication | 45 | 3 |
| | | | | add | MKTG-5006 | Marketing Management | 45 | 3 |
| | | 195 | 13 | | | | 285 | 19 |
| Subrequirement: Group 1 Delete | | | | | | | | |
| Either: | | | | | | | | |
| MKTG-6016 | Marketing Communications | 45 | 3 | Subrequirement deleted and course deleted | | | | |
| MKTG-6018 | Consumer Behaviour | 45 | 3 | move to subrequirement in level 2 | | | | |
| Or: | | | | | | | | |
| MGMT-5038 | Community Consultancy | 90 | 6 | Subrequirement deleted and course deleted | | | | |
| TOTAL | | 90 | 6 | | TOTAL | | | |
| Level 2 | | | | | | | | |
| Take All of the Following Mandatory Courses | | | | | | | | |
| MGMT-6067 | Business to Business Selling | 45 | 3 | no change | MGMT-6067 | Business to Business Selling | 45 | 3 |
| MGMT-6065 | Global Market Strategy | 60 | 4 | no change | MGMT-6065 | Global Market Strategy | 60 | 4 |
| | | | | add | MGMT-5050 | New Media | 45 | 3 |
| Subrequirement: Level 2 - Students will be enrolled in one of the following courses | | | | | | | | |
| MGMT-5057 | Search Engine Marketing & Google Adwords | 60 | 4 | no change | MGMT-5057 | Search Engine Marketing & Google Adwords | 60 | 4 |
| MGMT-6117 | Search Engine Marketing-Project | 60 | 4 | no change | MGMT-6117 | Search Engine Marketing-Project | 60 | 4 |
| Subrequirement: Level 2 - Students will also take one of the following groups | | | | | | | | |
| Group 1: Students will be enrolled in either INNV-6001 or MKTG-6015 and MGMT-6018 | | | | | | | | |
| | | | | Add | INNV-6001 | Innovation Applications | 60 | 4 |
| MGMT-5050 | New Media | 45 | 3 | Move to mandatory level 2 courses list and replace with | MKTG-6015 | Non-Profit & Event Marketing | 60 | 4 |
| MKTG-6017 | Primary Market Research | 45 | 3 | Move to level 1 and replace with | MGMT-6018 | Consumer Behaviour | 45 | 3 |
| Group 2: | | | | | | | | |
| MGMT-5039 | Community Consultancy | 90 | 6 | replace with | MGMT-5092 | Consultancy Employer Rounds | 90 | 6 |
| TOTAL | | 300 | 21 | | TOTAL | | 300 | 21 |

New Degree Audit – MKM (Takes Effect 20/21)

Stegman

*A.D.
LKSB
Dec 3, 2019*

Level 1: Take all of the following mandatory courses

| | | | |
|-----------------------|-------------------------------------|------------|-----------|
| MKTG-6017 | Primary Marketing Research | 45 | 3 |
| COMP-5062 | Web Design for Optimization | 60 | 4 |
| MGMT-6066 | CRM A Management Approach | 45 | 3 |
| MGMT-5074 | Google Analytics | 45 | 3 |
| COMM-6019 | Advanced Professional Communication | 45 | 3 |
| MKTG-5006 | Marketing Management | 45 | 3 |
| Semester Total | | 285 | 19 |

*MAR
Dean
Dec 3/19*

Level 2: Take all of the following mandatory courses

| | | | |
|-----------|------------------------------|----|---|
| MGMT-6067 | Business to Business Selling | 45 | 3 |
| MGMT-6065 | Global Market Strategy | 60 | 4 |
| MGMT-5050 | New Media | 45 | 3 |

Sub-requirement:

Take either MGMT-5057 or MGMT-6117

| | | | |
|-----------|--|----|---|
| MGMT-5057 | Search Engine Marketing & Google Adwords | 60 | 4 |
| MGMT-6117 | Search Engine Marketing-Project | 60 | 4 |

Sub-requirement: Students will Take One of the Following Groups

Group 1: Students will be enrolled in either INNV-6001 or MKTG-6015 and MGMT-6018

| | | | |
|------------|------------------------------|----|---|
| INNV- 6001 | Innovation Applications | 60 | 4 |
| MKTG-6015 | Non-Profit & Event Marketing | 60 | 4 |
| MGMT-6018 | Consumer Behaviour | 45 | 3 |

Group 2:

| | | | |
|--|-----------------------------|-------------------|-----------------|
| MGMT5092 | Consultancy Employer Rounds | 90 | 6 |
| Semester Total (Depending on Options Above) | | 300 or 315 | 20 or 21 |

SM

Marketing PAC
May 27, 2019
5:30-8:00
B2025

Scott Hubert
Rhonda Payne
Mary Pierce
Rick Lambert
Michael Ketelaars
Amanda Tagdell
Scott Maloley
Anne-Marie Moore
Daymon Boswell
Minette Klazinga
Bryan Bota
Catherine Henry
Josh Fenton
Jeff Forbes

Ministry Learning Outcomes

- Conclusion – we are compliant with new learning outcomes; Fanshawe stays ahead of the curve with respect to currency; LO mapping illustrates the rigour of our program when you see reinforcement through culminating

Program Delivery

- BMK - Like to say we are open 24/7 – we offer every course in every term (except level 4 in summer); new Digital Marketing course good to expose students and generate interest in Graduate programs. Course line-up change by making Microeconomics the mandatory course and Macroeconomics the optional level 3 course was discussed and supported.
- BAM – reducing to 6 courses in level 5; more realistic for current students who are working many more hours than students did a few years ago. Move Research course to Level 5 so students have those skills before Level 6 was supported. Consultancy and Employer Rounds expanded to include more students and run in final semester when students are more job ready was supported. Add a course on Product Channel Management and Project Management as well as add content to courses on Artificial Intelligence and Analytics was recommended and supported. BAM students need more writing skill development within course line-up.
- In levels 5 and 6 the students are treated more like practitioners with those expectations applied; the client project is an opportunity to work as a practitioner, develop time management skills;
- MKM – program is in a good place with the current course line-up; readying students for creative and critical thinking; more general rubrics help with this. Removal of COMMS course was discussed and supported; adding a Project Management course was also supported. Continuing need to update courses and make current on a more regular basis. Add content to courses on Artificial Intelligence and Analytics was recommended and supported.

Co-op/Mentorship/Experiential Learning - SILEx

- Emphasis on experiential learning with cross-program projects, community consultancy; looking to build out longer relationships with community organizations e.g. Salvation Army potential for three-year relationship
- INNV – new course aligns with new Innovation Village being built
- Employer Rounds – train students like doctors are trained – out in the field observing and taking notes; teaching round – 4 weeks in class, employer round – out with client, table rounds - then meet with faculty for 20 minutes; very successful – students placed in jobs before project over; no rubrics
- Team teaching approach to above; students had their signature learning experience – learning and thinking quite differently from regular classroom environment
- Flip classes so the test is front loaded – two weeks to do a project and then spend rest of term learning from mistakes you made, final exam is a re-do of that project

Student Experience

- Is there a minimum requirement to participate? Hours or # of events?
- Critical thinking and communication skills are more important than a report card
- Recognize students with a badge/star for participating in extracurricular experiences
- Have industry professionals who students view as future employers tell them the importance of doing the extras

Faculty

- Healthy team; well positioned right now to take on new ideas

Enrollment

- Fanshawe is 2nd in Canada in online enrolments; this growth is driving domestic numbers
- International student body is very diverse in terms of country representation

Student Feedback Surveys & KPI

- Perform well on all metrics

Program Goals

Latest Program Review and PAC Recommendations

Part-time Studies

- Broadening flexible learning opportunities, more online offerings, mature learner strategy
- Launching business essentials – a subset of our more popular programs, would like to do this for marketing
- Consider linking the essentials to professional credentials
- Partner with companies
- Is there a course on the legal side of digital marketing?

New Program Development in LKSB

- CRM grad certificate – job market is strong, jobs pay well
- Sport & Event Marketing launching F20

- Always looking to be at the front of developments – AI, CRM, analytics,
- E-tailing readiness – this could be an entire program;

Is there anything else for people to add?

B2B – students are far more familiar with consumer side

Data analytics and metrics – helping students understand that this is about conversion; understand what metrics are telling you, ability to analyze

UX and product marketing – not available in London

Summary of Recommendations

- Students need more exposure to and understanding of the realities of working in marketing – job shadowing
- Require a minimum commitment to extracurricular activities; provide recognition for participation; have industry professionals promote the importance of extracurriculars
- Consider more innovative approaches to classes – deliver multiple short courses in place of 6 full term courses
- Flip heavy end of term assessments to start of course and then dissect project for remainder of term and resubmit for final mark
- Explore linking the new essentials micro-credential to a professional credential
- Explore Legal compliance and regulatory considerations in marketing, especially digital (AODA, GPR) - good fit with part-time when targeting experienced professionals
- Explore adding AI and Analytics more into courses.
- E-commerce has enormous potential-consider marrying marketing, supply chain, business analysis and other programs.
- Continue to investigate course/program developments for Sports Marketing, CRM, e-tailing.
- Project management and product channel courses would be valuable for BAM/MKM students.
- Written communication skills including etiquette within courses in BAM Program especially.

Vocational Learning Outcomes

| | |
|----|---|
| 1 | formulate a marketing* plan that will meet the needs or goals of a business or organization. |
| 2 | develop an integrated marketing communications plan * for a product*, concept, good and/or service based on an identified market need or target. |
| 3 | formulate strategies for developing new and/or modified products*, concepts, goods and services that respond to evolving market needs. |
| 4 | develop strategies for the efficient and effective placement/ distribution of products*, concepts, goods, and services that respond to evolving markets. |
| 5 | Evaluate the impact of using different marketing strategies for a product, concept, good and/or service, on the finances, Return on Investment (ROI) and business goals of an organization. |
| 6 | evaluate the viability of a concept, product*, good and/ or service in a local, national or international markets. |
| 7 | conduct market research* to provide information needed to make marketing* decisions. |
| 8 | communicate marketing* information persuasively and accurately in oral, written, graphic and interactive media* formats. |
| 9 | plan, prepare and deliver a sales presentation or pitch that addresses the needs of the client. |
| 10 | develop strategies with clients, customers, and consumers* and others to grow and maintain relationships |
| 11 | develop learning and development strategies and plans to enhance professional growth in the field. |
| 12 | apply entrepreneurial strategies to identify and respond to new career opportunities that might include contract employment, and self-employment initiatives. |
| 13 | participate in and contribute to a framework of organizational policies and practices, when conducting business of the organization. |
| 14 | apply the principles of business ethics and corporate social responsibility to business decisions. |
| 15 | employ the management techniques of planning, organizing, directing, and controlling of marketing functions and activities in response to the business needs of the organization. |

Legend

| | |
|-----|-----|
| int | int |
| adv | adv |
| exp | exp |