

**PROGRAM COMPONENT (Group B) OR NON-SUBSTANTIVE MINOR REQUEST FORM (Short Form)**

**Instructions:** Please use one form for each request/action. Clearly mark all changes using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. Following the approval of the appropriate college curriculum committee, the **department chair** will e-mail the completed form to [gracemiller@uidaho.edu](mailto:gracemiller@uidaho.edu).

**Deadline:** This form must be submitted by October 1 for inclusion in the next available General Catalog and to be available for scheduling beginning with the next summer session.

**When applicable, a Curriculum Change Form and Course Approval Forms must accompany the short form.**

**Submission Information**

This section must be completed

Dept Chair Name:	Scott Metlen	Email:	metlen@uidaho.edu
College:	College of Business and Economics		
Department/Unit:	Department of Business		
Dept/Unit Approval Date:	Sep 7, 2018	Vote Record:	24-0
College Approval Date:	Sep 28, 2018	Vote Record:	19-0
Primary Point of Contact:	Sanjay R. Sisodiya, Marketing Area Coordinator	Email:	sisodiya@uidaho.edu
Briefly describe the change you are requesting:	Addition of Sales Management Option in Marketing		

**What is the financial impact of the requested change?**

Greater than \$250,000 per FY:	<input checked="" type="checkbox"/>	Less than \$250,000 per FY:	<input type="checkbox"/>
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**\*\*Note: If financial impact is greater than \$250,000, you must complete a Program Proposal form.**

Describe the financial impact: None, as no new courses are being created and using existing capacity in classes being delivered.

**Rationale for Program Component Request or Name Change**

This section must be completed

Explain the change you are requesting, and provide a rationale for this request. Include an explanation of how the department will manage the added workload for a new program component; describe whether the program component curriculum and admissions requirements remain the same; describe the rationale for a name change or degree designation change, if applicable.

Marketing is the set of activities that focus on the interaction between the organization, its products (including goods and services), and its customers. The sales function, a subset of marketing activities, includes the art of selling products and managing the sales activities of the organization. Many organizations struggle with their sales efforts whereby as many as 80% of marketers indicate sales efforts can be only slightly or somewhat effective (BrightTalk, 2015). With the importance of the sales function driving revenue and the growth of revenue, it is imperative that firms employ individuals that have the skillset to be successful in sales. Unfortunately, the rate at which individuals are being hired in sales is not keeping up with the rate at which new positions are being offered (Forbes, 2014). Additionally, from conversations with employers of our students (e.g., Gallo, Stryker, CES, Farmer's Insurance, Silvaris) it is apparent there is a market demand for students trained in the field of sales. The proposed Sales Management Option is intended to provide students with a mechanism to build knowledge and differentiate themselves from the competition when they seek employment in the marketplace.

Upon graduating, over 50% of business graduates in the US enter the work forces in some form of a sales function (salesfoundation.org, 2018). Additionally, there is market demand for sales occupation, as there is a 5% annual growth rate for sales positions (US Bureau of Labor Statistics; Projection of Occupational Employment, 2014-24) and is a career option that has some of the most career openings during the 2016-26 period (US Bureau of Labor Statistics; Projection of Occupational Employment, 2016-26). If a student identifies a particular domain to specialize, they could possibly position themselves as marketing specialist (identified as #10 in the Idaho Hot Jobs 2014-24 report). Salaries in the field of sales vary widely, for example, median salary for an insurance sales agent is \$48,200 while a sales engineer has median salary of \$97,600 (US Bureau of Labor Statistics; Career Outlook 2016).

"New sales leaders need skills different than those of an earlier generation – skills essential for interpreting new data, leveraging technology, and aligning their organizations with shifting customer and market requirements" (Salesmanagement.org). By enhancing marketing education with a Sales Management Option, students are better able to differentiate themselves from other

marketers seeking these same positions. Students graduating from sales programs, on average, have a 90% placement rate within two years of graduation (salesfoundation.org).

Those individuals with a college degree who increase their managerial responsibilities as they progress down the track of sales managers earn a median salary of \$51.98 per hour when compared to marketing executives who have a median salary of \$44.66 (Forbes, 2014). Thus graduates who have a sales based education not only have the skillsets to better prepare themselves for careers in sales, but also have the potential to earn higher salaries. While there is a market demand for sales training, only 3% of universities in the US have recognized sales training programs (salesfoundation.org, 2018).

“To optimize their sales channels and drive greater levels of revenue, companies around the globe are closely aligning their strategic priorities, go-to-market initiatives, and on-the-ground sales forces.” (hbs.org) Aligning Strategy and Sales executive education series from Harvard Business School highlights the market need for programs that tie sales education to the alignment of strategic goals of the organization. Since all University of Idaho marketing students take courses in consumer behavior, market research, and marketing strategy, they have developed the foundational knowledge to align marketing activities to organizational goals and objectives. Augmenting this foundation with sales specific courses and other supporting electives to help strengthen the skillset of students pursuing this Sales Management Option, students have a sounder grasp of the sales function in enhancing organizational outcomes.

All College of Business and Economics (CBE) students pursuing the BS Business degree have a common business core. The proposed Sales Management Option within Marketing is intended to provide students with a comprehensive educational foundation in core marketing courses (Mktg 324, 421, and 428) aligned with courses spanning the sales function (AgEcon 333 and Mktg 422), an opportunity for hands-on learning, and supporting electives. Introduction to Sales (AgEcon 333) introduces students to the sales function and the process of personal selling. Sales Management (Mktg 422) emphasizes the management of the sales force and considers topics that includes recruiting, selecting, training, compensating, motivating, supervising, and directing sales staff and managing selling efforts. The Sales Practicum electives provides students with hand on opportunities to develop sales skills. These very skills not only allow students to practice what they are learning, but can also serve as points of discussion when interviewing for careers in sales. The Sales Elective allows students to learn more about related fields and support functions that may assist someone considering a career in sales. The Sales Electives have been carefully selected to support training in sales, and includes courses in pricing (Mktg 424), the fields of channel relationships (Mktg 425, Mktg 426, and OM 470) and managing human capital (MHR 417).

The importance of connecting the sales function to marketing is clear, as sales is a sub-field of the promotions element of the marketing mix (Kotler and Armstrong, 2017). Thus when we combine the strength of the marketing major with sales course offerings, we can better help prepare students for careers in sales. The core of the business degree stresses the interconnectedness of business functions, and sales people will work with individuals from a variety of disciplines within in business. A sound understanding of these various domains will enable students to be able to “speak the speak” of these fields. Additionally, all marketing students are required to take a course in each of consumer behavior, marketing research, and marketing management. Here they will have a common core foundation in marketing topics, and will then be able to consider managerial implications in Mktg 422 and Mktg 428.

Students completing this Sales Management Option have the ability to seek sales employment in a wide array of industries with roles in business-to-consumer and business-to-business. A majority of students will be in a role involving personal selling (business-to-consumer or business-to-business), and then through experience, may transition to sales manager roles. US News ranks the role of Sales Manager as being the second best career within Sales and Marketing, with the occupation of Insurance Sales Agent being the third best (US News 2018). This analysis is based on the projection of jobs, median salary, and unemployment rate in the field.

### **Workload and Admission Requirements**

The Marketing-Sales Management Option is designed to use existing courses. All CBE and College of Agricultural and Life Sciences (CALs) courses for the Sales Management Option exist, have capacity and are offered regularly. The Sales Management Option has the same admission requirements as those that exist for entry into the CBE.

### **Assessment**

Each area in the CBE conducts annual reviews to evaluate programs, and this includes the evaluation of courses. The data from these assessments are used to make changes to teaching and learning practices, update courses, and add/drop courses. Faculty in the marketing area will continue to work with faculty in Agricultural Economics to assess AgEc 333.

### **Name or Degree Change Only Requests**

Leave blank if not making a name and/or degree change only request

This section to be completed **ONLY** for changes to the name of: degree, major, minor, option, emphasis, certificate, teaching endorsement.

Current Name:	
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New Name:	
Current Degree:	
New Degree:	
Other Details:	
Effective Date:	

Please indicate if any course or curriculum changes are occurring as a result of this name or degree change request:  Yes  No

If there are accompanying curriculum or course changes, complete the next section and attach the curriculum and/or course forms.

**\*\*Note:** A substantive change to a program degree, major, or program component may require a program proposal form.

Please indicate whether 25% or more of the program learning outcomes are changing:  Yes  No

**\*\*Note:** If you answered YES to this question, complete the table below:

	List Old Learning Outcomes	New Learning Outcome, if changed (if no change, write N/A and move to next outcome)	New Direct Measure (list student work product and explain how it will be evaluated)	Have you updated the assessment cycle to include this change? (yes/no)
SLO#1				
SLO#2				
SLO#3				
SLO#4				
SLO#5				

### Program Component Request

Leave blank if not adding, discontinuing, or modifying a program component. Program components consist of option, emphasis, minor, academic certificate less than 30 credits, or teaching endorsement

Clearly mark all changes to existing program components by using either (1) Track Change or (2) strikethroughs for deletions and underlines for additions. A curriculum change form and/or course approval forms associated with this request are required to be submitted with this short form.

X	Create New		Discontinue	Implementation Date:	Summer 2019		
	Graduate Level	X	Undergraduate Level	Law Level	Credit Requirement:	120 Credits	
Are new courses being created: (circle your response)				<input checked="" type="radio"/> No	Yes	If yes, how many courses will be created:	

If the request is for an option or emphasis, enter the associated major and degree:

Major:	Marketing	CIP Code:	52.1401	Degree:	BS Business
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Enter the name of the program component in the appropriate row:

Option:	Sales Management Option
Emphasis:	
Minor:	
Academic Certificate less than 30 credits:	
Teaching Endorsement (Major/Minor):	

Provide a summary/description of the program component using 50 words or less:

The Sales Management Minor is open to business and non-business students prepares them for a career in sales. Academic coursework includes marketing, economics, personal selling, sales management, a practicum, and electives.
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### Learning Outcomes and Assessment Information

This section must be completed if program component request section is completed

1. List the intended learning outcomes for the program component. Use learner centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program:

**Sales-Oriented Learning Objectives:**

1. Describe the personal selling process.
2. Understand and apply the various techniques of personal selling.
3. Determine the appropriate level of sales effort (through sales management) to meet the objectives of the organization.
4. Develop skills in designing and executing sales management programs.

**Marketing-Oriented Learning Objectives:**

1. Develop skills in designing and executing consumer research to address specific marketing questions.
2. Determine the appropriate level, scope, and depth of information required for decision making.
3. Understand difference between marketing strategy and marketing mix.

2. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program component:

The assessment process includes a combination of evaluating project deliverables, assignments, exams, and presentations.

With respect to the Sales-Oriented Learning Objectives, assessment is performed:

Learning Objectives 1 and 2 are assessed in Mktg 321 and AgEcon 333 using a combination of assignments, exams, and a project. Learning Objectives 3 and 4 are evaluated using assignments, exams, simulation, and reflection paper in Mktg 422. Additional assessment for Learning Objectives 1-4 are done in the Sales Practicum Electives, and will be through the evaluation of work products (typically projects).

With respect to the Marketing-Oriented Learning Objectives, assessment is performed:

The student learning outcomes in marketing are based on knowledge obtained in the three core marketing courses that all marketing majors must complete regardless of their option or emphasis. Learning Objective 1 is measured primarily in Mktg 324 using exams. Learning Objective 2 is measured using exams and assignments in Mktg 421. Learning Objective 3 is measured in Mktg 428 primarily using exams. Data will be gathered in each course during both semesters of the academic year.

3. How will you ensure that the assessment findings will be used to improve the program?

Each area in the CBE conducts annual reviews to evaluate programs, and this includes the evaluation of courses (including those in Sales Management Option). The data from these assessments are used to make changes to teaching and learning practices, update courses, and add/drop courses. Faculty in the marketing area will continue to work with faculty in Agricultural Economics to assess AgEc 333.

4. What direct and indirect measures will be used to assess student learning?

We will be using direct measures to assess student learning. Here, we will evaluate a combination of project deliverables, assignments, exams, and presentations (Mktg 321, AgEc 333, and Mktg 422). Also, Mktg 422 uses a sales simulation, and students will be evaluated on their performance in the simulation and the reflection paper written after the simulation is completed.

5. When will assessment activities occur and at what frequency?

Assessment is performed for each course each semester.

### Distance Education Availability

This section must be completed if program component request section is completed

To comply with the requirements of the Idaho State Board of Education (SBOE) and the Northwest Commission on Colleges and Universities (NWCCU), the University of Idaho must declare whether 50% or more of the curricular requirements of a program may be completed via distance education. **If the program component is to be offered via distance education, additional or different formwork may be required.** Contact [provost@uidaho.edu](mailto:provost@uidaho.edu) for assistance.

The U.S. Department of Education defines distance education as follows:

*Distance education means education that uses one or more of the technologies listed below to deliver instruction to students who are*

separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include--

- (1) The internet;
- (2) One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
- (3) Audio conferencing; or
- (4) Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

Can 50% or more of the curricular requirements of this program component be completed via distance education?	Yes*		No	X
*If Yes, can 100% of the curricular requirements of this program component be completed via distance education?	Yes		No	

**Geographical Area Availability**

This section must be completed if program component request section is completed

Identify the geographical area(s) this program component can be completed in:

Moscow	X		
Coeur d'Alene			
Boise*			
Idaho Falls*			
Other**		Location(s):	

\*Note: Programs offered in locations other than Moscow may require additional formwork from the State Board of Education. Contact the Office of the Provost and Executive Vice President for additional information.

\*\*Note: If Other is selected, identify the specific area(s) this program component will be offered.

**B. Sales Management Option**

AGEC 333	Introduction to Sales	3
MKTG 422	Sales Management	3

**Sales Practicum/Sales Internship/Vandal Solutions**

**Select 3 credits from the following:** 3

AGEC 433	Advanced Sales
BUS 429	Vandal Solutions (Max 6 credits)
MKTG 398	Internship

**Sales Electives**

**Select 6 credits from the following:** 6

MHR 417	Deploying and Developing Human Capital
MKTG 424	Pricing Strategy and Tactics
MKTG 425	Retail Distribution Mgmnt
MKTG 426	Marketing Channels Management
OM 470	Supply Chain Management

**Total Hours** 15

Courses to total 120 credits for this degree