UNIVERSITY OF MARY WASHINGTON -- NEW COURSE PROPOSAL

Electronically submit this completed form with PDF attachments to the Chair of the College Curriculum Committee.

<table>
<thead>
<tr>
<th>COLLEGE (check one):</th>
<th>Arts and Sciences</th>
<th>Business</th>
<th>X</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal Submitted By:</td>
<td>Louis Martinette and Mukesh Srivastava</td>
<td>Date Prepared: 1/9/2013</td>
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<tr>
<td>Course Title:</td>
<td>Management and Marketing Modules</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Department/discipline and course number*:</td>
<td>COB/LRSP 308</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

*This course number must be approved by the Office of the Registrar before the proposal is submitted.

<table>
<thead>
<tr>
<th>Number of credits proposed:</th>
<th>3</th>
<th>Prerequisites:</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this be a new, repeatable &quot;special topics&quot; course? (Do you want students to be able to take this new course more than once if the topic changes?)</td>
<td>NO</td>
<td>X</td>
<td>YES</td>
</tr>
</tbody>
</table>

| Date of first offering of this new course: | FALL SEMESTER, year | 2013 |
| Proposed frequency of offering of the course: | Once or Twice per Year |
| List the faculty who will likely teach the course: | Adjunct faculty |
| Are ANY new resources required? | NO | X | YES |
| Document in attached impact statement |

This new course will be (check all that apply): 
- Required in the major | X |
- General Elective |
- Elective in the major |
- General Education**

**AFTER the new course is approved, a separate proposal must be sent to the General Education Committee.

Catalog Description: This course is intended to introduce students to essentials of management and marketing concepts. It introduces management theory and practice as a unified body of knowledge and addresses the historical development of management theory; the purpose and nature of organizations; management/organization functions, strategies and structures; and a sample of challenges facing management in contemporary organizations. Emphasis is placed on the roles of executives managing organizations, improving their performances and achieving desired operating results/outcomes.

From a marketing manager’s perspective, this course builds upon the foundation of marketing knowledge found in the classical strategic factors of price, product, place, and promotion. In addition, contemporary competitive factors of quality, speed, innovation and customer service are considered. Attention is given to developing a knowledge base of fundamental marketing research techniques, a basic understanding of free market economics, and the importance of marketplace information to marketing practices.

Only MBA students may register for this course. Credit is not awarded for LSRP 308 and any of the following courses: LSRP 311, LSRP 412, BUAD 300, and BUAD 310.

COURSE HISTORY

<table>
<thead>
<tr>
<th>Was this course taught previously as a topics or experimental course?</th>
<th>YES</th>
<th>NO</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number and Title of Previous Course</td>
<td>Semester Offered</td>
<td>Enrollment</td>
<td></td>
</tr>
</tbody>
</table>

CHECK HERE if the proposed course is to be equated with the earlier topics or experimental offerings. This means that students who took the earlier "topics" course will only be able to take the new course if they made a C- grade or lower in the earlier course.

NOTE: If the proposed course has not been previously offered as a topics or experimental course, explain in the attached rationale statement why the course should be adopted even though it has not been tried out.

REQUIRED ATTACHMENTS:

Course Proposal Cover Sheet (July 2012)
1. **Rationale Statement** (Why is this course needed? What purposes will it serve?)
2. **Impact Statement** (Provide details about the Library, space, budget, and technology impacts created by adding this new course. Include supporting statements from the Library, IT Department, etc. as needed.)
3. **Sample Syllabus**

   Department Chair Approval:_____________________________  Date:____________

   CCC Chair Approval:_____________________________  Date:____________

   UCC Chair Approval:_____________________________  Date:____________
Rationale Statement

Management and Marketing concepts are essential for developing understanding of business environment. As a proposed prerequisite course for the updated MBA curriculum, this course aims to develop a fundamental understanding of management and marketing knowledge within the context of roles of executives managing organizations, improving their performances and achieving desired operating results/outcomes.

Impact Statement

The new course should have minimal impact on library space, budget, and IT support.
LRSP 308: Management and Marketing Modules
Fall 2013

Instructor: TBA
Office: TBA
Telephone: TBA
Email: TBA
Office hours: TBA
Prerequisite: None

Course Description:

This course is intended to introduce students to essentials of management and marketing concepts. It introduces management theory and practice as a unified body of knowledge and addresses the historical development of management theory; the purpose and nature of organizations; management/organization functions, strategies and structures; and a sample of challenges facing management in contemporary organizations. Emphasis is placed on the roles of executives managing organizations, improving their performances and achieving desired operating results/outcomes.

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Learning Outcomes:
1) Develop and/or add to their knowledge of the management process as viewed from a supervisor’s, manager’s or executive’s perspective.
2) Understand and discuss issues related to job and organizational design, work-flow design, structure, scheduling, staffing and people management.
3) Understand and discuss processes related to formation, dynamics and management of groups and teams.
4) Develop or enhance personal skill levels in connection with organizational leadership, motivation and communication processes.
5) Understand each element of the marketing mix: product development, distribution, promotion, and pricing; the challenges of the new business environment; and the importance of sound marketing research.
6) Understand the responsibilities of a marketing manager and the many areas of marketing.
7) Apply the economics of marketing in order to support a profitable marketing mix.
8) Evaluate and apply strategic service, and customer satisfaction and retention.
9) Discuss current trends in marketing communication and promotional campaigns.
10) Be able to build a marketing plan for a new product or service

Textbook
- Marketing Myopia by Theodore Levitt (Harvard Business Review)
- Supplemental articles as noted in course schedule and provided in Canvas
COURSE GRADING AND POLICIES

Points

<table>
<thead>
<tr>
<th>Points Description</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>300</td>
<td>10%</td>
</tr>
<tr>
<td>Weekly Quiz: 5 total at 90 points each</td>
<td>450</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly Current News Contribution: 6 total (1 per week starting week 2) at 50 points each</td>
<td>300</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion questions from Kotler/Keller: 2 total (1 per online session) at 300 points each</td>
<td>600</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion questions from Articles: 6 total (2 per student over the course) at 300 points each</td>
<td>600</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam: (submit final week)</td>
<td>750</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3000</td>
<td>100%</td>
</tr>
</tbody>
</table>

Grade Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100% of the total points (2790 points or more)</td>
</tr>
<tr>
<td>B</td>
<td>83-86.9% (2490 to 2609.9 points)</td>
</tr>
<tr>
<td>C-</td>
<td>70-72.9% (2100 to 2189.9 points)</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.9% (2700 to 2789.9 points)</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.9% (2400 to 2489.9 points)</td>
</tr>
<tr>
<td>D+</td>
<td>66 - 69.9% (1980 to 2099.9 points)</td>
</tr>
<tr>
<td>B</td>
<td>87-89.9% (2610 to 2699.9 points)</td>
</tr>
<tr>
<td>C+</td>
<td>76 - 79.9% (2280 to 2399.9 points)</td>
</tr>
<tr>
<td>D</td>
<td>63 - 65.9% (1890 to 1979.9 points)</td>
</tr>
<tr>
<td>C</td>
<td>73 - 75.9% (2190 to 2279.9 points)</td>
</tr>
<tr>
<td>F</td>
<td>Below 63 (1889.9 points or less)</td>
</tr>
</tbody>
</table>

Late Work Policy

Late assignments will not be accepted, and a grade of 0 will be recorded. A late submission on the student’s part results in inconvenience to the instructor and your fellow students because of a commitment to providing timely assessments. Students are expected to keep up with the due dates, and must complete each Learning Unit completely before moving to the next one. Work completed out of order will not be accepted.

Communication

One of the most important aspects of any college course is the protocol for communication with the instructor. Most student questions can be answered after reviewing the documents contained in the course. If questions remain, address them via email to the instructor. In your email, include your course number (e.g., LRSP XXX) in the subject line. Students can expect a response within 36 hours for routine questions (e.g., clarification, short-answer questions). However, if inquiries require the faculty to research, consult with a third party, or analyze an issue, students should expect responses within 72 hours. In the unusual circumstance of a time critical issue, students should send an urgent/priority email to the instructor (make sure you mark the email accordingly). In this instance, the email is easily identifiable, and the student can expect a response within 24 hours.

Students are expected to be thorough, concise, and polite in the delivery of emails. Many who use email have often (incorrectly) assumed that communicating in sentence fragments, sound bytes, and in a tone that most would not accept in face-to-face communication is acceptable…it is not, especially in business communications. Be mindful of this when communicating by email with other students and faculty.

Students who communicate within their teams using online chat features do so understanding that it is not a replacement for visible discussion on the discussion questions. Participation that is not visible to the instructor will not be counted. Therefore, any team that supplements communication with an online chat should post the minutes (to include the chat names).

Written Work

All written work shall be submitted on time, and adhere to the APA format cited above. Furthermore, content will not override negligent spelling, grammar or punctuation. All written work must be typed/word processed, and should demonstrate the following minimum requirements:

- Thorough research evidenced by logical and coherent data and citations from relevant and useful sources.
- Completeness of analysis
Clarity
Meaningful recommendations/opinions (do not just “shoot from the hip”)
Neatly organized and presented

TEACHING METHODS
The student can expect the following:

- In view of the 8-week format we must be selective, intense, and organized in utilizing our time. Consequently, not every topic will be discussed, but the reading of all assigned material is necessary in order to successfully answer questions, manage assignments, and complete all of the tests.
- Classes will be conducted in a blended format, which means that we will two alternate weeks where the learning will take place outside of class. There will be additional assignments and feedback will be provided in a timely manner to those who submit their work on time. Each week class will be organized as follows:
  - Face-to-face:
    - Weeks 1, 2, 4, 6, 7 and 8 (tentative) will meet face-to-face and we will cover the material from the reading assignments. In the case of week one, we will only cover that week. In the cases of weeks 3 and 5 we will cover the material and assignments that include the online classes as well as the assigned readings for that evening.
    - Weekly Agenda:
      - A review of current events by each student.
      - Lecture/Discussion of Kotler/Keller readings and/or related topics.
      - A student review of each discussion assignment. All students should be prepared to build on what they have posted.
  - Online assignments:
    - A quiz to be taken prior to beginning each Learning Unit (five quizzes total).
    - A posting and discussion of the weekly current event (beginning week two) that each student posts to Canvas.
    - Discussion questions based on the reading assignments (from Kotler/Keller).
    - A discussion surrounding an assigned article.
  - It is the student’s responsibility to obtain all notes and material for each learning unit.
  - If any student needs to meet with the professor face-to-face we can do so on campus by appointment or through a video conference (Skype or iChat).

Attendance and Late Work:
Class attendance is necessary to succeed in this course. However, there is no formal attendance policy. It is the student’s responsibility to stay current on class material. Late work will be penalized by one-half letter grade per day late unless prior arrangements are made with the instructor. Apart from exceptional circumstances or prior arrangements made with the instructor, missed exams will receive a grade of 0.

INCOMPLETE GRADES
Incomplete grades are issued when a student cannot complete the assigned work and/or final examination due to unforeseen personal circumstances tantamount to a family catastrophe or illness. A grade of “I” is issued in lieu of an actual grade for the course. Incomplete grades are scrutinized on case-by-case basis.

An Incomplete Grade Contract must be approved by the appropriate Program Director and filed in the Office of the Registrar. The Incomplete Grade Contract must be filed by the student and instructor, and must clearly state the reason for the incomplete, the work to be completed, and the due date of the work to complete the course. A grade of “F” will automatically be applied to the course after the completion deadline has passed unless the instructor submits a grade. Students must drop any course for which the incomplete course is a prerequisite. Students have until the end of the following semester to complete the course.

Course Proposal Cover Sheet (July 2012)
UMW HONOR CODE: Honesty and integrity are expected of students at UMW. Students shall read the honor code, and write the word ‘PLEDGE’ (*see below) and follow with a signature on written research projects submitted in this class. *(PLEDGE: “I hereby declare upon my word that I have neither given nor received unauthorized help on this work.”)

RIGHT TO MODIFY: The instructor reserves the right to modify the following tentative schedule, as well as course requirements, assignments, grading procedures, and other related policies as circumstances may dictate.

IMPORTANT DATES: Please review the University of Mary Washington online academic calendar for a list of important dates.

NOTE: It is the responsibility of the student to inform the instructor if he/she has a condition that requires special accommodations. See below for student accommodation information.

THE OFFICE OF DISABILITY RESOURCES (http://academics.umw.edu/disability/) has been designated by the University as the primary office to guide, counsel, and assist students with disabilities. If you already receive services through the Office of Disability Resources and require accommodations for this class, make an appointment with me as soon as possible to discuss your approved accommodation needs. Please bring your accommodation letter with you to the appointment. I will hold any information you share with me in the strictest confidence unless you give me permission to do otherwise.

If you have not contacted the Office of Disability Resources and need accommodations, (note taking assistance, extended time for tests, etc.), I will be happy to refer you. The office will require appropriate documentation of disability. Their phone number is 540-654-1266.

CLASSROOM ACCOMMODATIONS: Once a student has presented appropriate documentation of a disability, he or she may request accommodations in the classroom, which may include, but are not limited to: Extended time on tests, permission to tape record lectures, note taking assistance, and distraction-reduced testing locations. To request an accommodation, the student must complete a Classroom Accommodations Request Form, submit it to the Office of Disability Resources, and make an appointment with the Director. A form may be downloaded online.
Tentative Schedule:

<table>
<thead>
<tr>
<th>Week</th>
<th>Start Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| 1    |            | Read: “Marketing Myopia” by Theodore Levitt (available under the file tab/Weekly Articles tab on Canvas) | Marketing  
- Case Study 1  
- Case Study 2  
- Case Study 3 |
|      |            | Kotler/Keller Part 1—Understanding Marketing Management  
Chapter 1—Defining Marketing for the 21st Century  
Chapter 2—Developing Marketing Strategies and Plans | Management  
- Case Study 4  
- Case Study 5 |
| 2    |            | Kotler/Keller Part 2: Capturing Marketing Insights:  
Chapter 3—Collecting Information & Forecasting Demand  
Chapter 4—Conducting Marketing Research  
Kotler/Keller Part 3: Connecting With Customers  
Chapter 5--Creating Long-term Loyalty Relationships | Online Quiz #1: MKT  
Case Study 1 |
| 3    |            | Kotler/Keller Part 3: Connecting With Customers (Continued)  
Chapter 6--Analyzing Consumer Markets  
Chapter 7--Analyzing Business Markets  
Chapter 8—Identifying Market Segments & Targets  
Kotler/Keller Part 6 Delivering Value:  
Chapter 15—Designing & Managing Integrated Marketing Channels  
Chapter 16—Managing Retailing, Wholesaling, & Logistics | Online Quiz #2: MKT  
Case Study 2 |
| 4    |            | Part 4 Building Strong Brands:  
Chapter 9—Creating Brand Equity  
Chapter 10—Crafting the Brand Positioning  
Kotler/Keller Part 7 Communicating Value  
Chapter 17--Designing & Managing Integrated Marketing Communications  
Chapter 18–Managing Mass Communications: Advertising, Sales Promotions, Events and Experiences, and PR  
Kotler/Keller Part 8 Creating Successful Long-term Growth  
Chapter 20 Introducing New Market Offerings  
Chapter 21-Tapping into Global Markets  
Chapter 22-Managing a Holistic Marketing Organization For The Long Run | Online Quiz #3: MKT  
Case Study 2 |
| 5    |            | Dubrin  
Chapter 1-The Manager’s Job  
Chapter 11- Motivation  
Chapter 12- Communication | Online Quiz #4: MNGT  
Case Study 3 |
| 6    |            | Dubrin  
Chapter 4 - Essentials of Planning  
Chapter 5- Problem Solving and Decision Making  
Chapter 6 - Quantitative Methods for Planning | Online Quiz #5: MNGT  
Case Study 4 |
<table>
<thead>
<tr>
<th></th>
<th>Dubrin</th>
<th>Online Quiz #6: MNGT Case Study 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Chapter 3 – Ethics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapter 8 - Org Structure, Culture and Change</td>
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<tr>
<td></td>
<td>Chapter 10 - Leadership</td>
<td></td>
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<tr>
<td></td>
<td>Chapter 13 - Teams, Groups and Teamwork</td>
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</tr>
<tr>
<td>8</td>
<td>Final Exam will consist of two sections – management and marketing</td>
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