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**MEMORANDUM**

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TO: Faculty Senate

FROM: Susan Ross

DATE: 11/2/2021

SUBJECT: Curriculum Proposal # 21-22-06

I recommend the approval of the attached Curriculum Proposal 21-22-06. The proposal seeks to establish a new course, MKTG 3370: Digital Marketing as a marketing elective within the marketing concentration.

cc: Dianna Phillips  
Lori Schoonmaker  
Stephanie Gabor  
Laura Ransom  
Tim Oxley

CURRICULUM PROPOSAL  
FOR  
**MKTG 3370**  
*DIGITAL MARKETING*

OCTOBER 1, 2021



**FAIRMONT STATE**  
**UNIVERSITY™**

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**College of Business & Aviation**

*Submitted by:*

**Mr. James B. Davis, Associate Professor of Business**

# PREPARING CURRICULUM PROPOSALS

## INSTRUCTIONS

Draft your proposal in accordance with the guidelines below and the format shown on the following pages. Should any item under the several headings not pertain to your proposal, write N/A. **Number the second and subsequent pages of your proposal.**

Supply the preliminary information about the proposal as indicated below:

**PROPOSAL NUMBER:**

**SCHOOL:** College of Business & Aviation

**PREPARER/CONTACT PERSON:** James B. Davis, 367-4188

**COPIES OF MEMOS SENT TO AFFECTED DEPARTMENTS:** N/A

**LETTERS OF SUPPORT FROM DEANS OF AFFECTED DEPARTMENTS:** If the Curriculum Committee requests these letters, attach them to the back of your proposal.

**DATE SUBMITTED:** The Curriculum Committee meets on the fourth Tuesday of each month. **Proposals are due in the Office of the Executive Director of Academic Programs on or before the second Tuesday of the month.**

**REVISION SUBMISSION DATE:** If changes are required to the original proposal, enter the date the proposal was resubmitted.

**IMPLEMENTATION DATE REQUESTED:** Fall 2022

**CURRICULUM PROPOSAL** (Submit one electronic copy to the Executive Director of Academic Programs by the second Tuesday of the month.)

**Proposal Number:** #21-22-06  
**School/Department/Program:** College of Business and Aviation  
**Preparer/Contact Person:** James Davis, Associate Professor  
**Title of Degree Program:** BS Business Administration  
**Telephone Extension:** 4188  
**Date Originally Submitted:**  
**Revision (Indicate date and label it  
Revision #1, #2, etc.):**  
**Implementation Date Requested:** Fall 2021    Fall 2022

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- I. **PROPOSAL ABSTRACT.** Write a brief abstract, not exceeding 100 words, which describes the proposed changes.

**The College of Business & Aviation is proposing a new course, MKTG 3370 – Digital Marketing as a marketing elective. As the world becomes increasingly digital it is necessary that students are exposed to the digitization of marketing related activities. As an elective within the marketing concentration, the course will have no effect on any programs outside of the College of Business & Aviation.**

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-G, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

A. Deletion of course(s) or credit(s) from program(s)                      Total hours deleted: \_\_\_\_\_ **0** \_\_\_\_\_

N/A

B. Addition of course(s) or credit(s) from program(s)                      Total hours added: \_\_\_\_\_ **0** \_\_\_\_\_

C. Provision for interchangeable use of course(s) with program(s)

**This course will reside in the Business Administration – Marketing Concentration Elective category.**

D. **Course Description Revision:** Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog. **See attached**

- E. **Course Changes:** Identify changes to existing courses such as changes to title, course number, learning outcomes, and elective or required status.

**N/A - This is a new course.**

- F. **Create a New Course(s)** information (if applicable): For each new course complete the following:

1. **Course Catalog Information:**

a. Course prefix (subject area) and number:	<b>MKTG 3370</b>
b. Course title:	<b>Digital Marketing</b>
c. Course term(s) (e.g., Fall, Summer only):	<b>Fall Only</b>
d. Credit hours/Variable credit:	<b>3</b>
e. Repeatability (number of repeat credit hours):	<b>3</b>
f. <b>Prerequisite/Corequisites/Restrictions/Cross-listings:</b> If none, simply indicate with N/A (Not Applicable):	<b>BSBA 2204</b>
g. <b>Co-requisite</b> (include subject prefix and course number):	<b>None</b>
h. <b>Cross-listings</b> (e.g., PSYC 2230 and SOCY 2230):	<b>None</b>
i. <b>Grade Type:</b> Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	<b>Standard</b>
j. <b>Required Course or Elective Course:</b>	<b>Elective</b>
k. <b>Course Fees</b> (Indicate amount):	

2. **New Course Supplemental/Supporting Documentation:**

a. **Course Catalog Description:**

**This course is designed to introduce students to a theoretical understanding of the internet marketplace in order to adapt to its many changes, while also equipping students with the skills they will need to perform vital daily digital marketing functions. Students will have a thorough understanding of major types of digital tools that are used in marketing such as websites, social media, email marketing, among other relevant topics.**

b. **Course Learning Outcomes (CLO's):** These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..." **See attached**

c. **Course Outline:** Attach a course outline consisting of at least two levels. **See attached**

d. **Assessments:** **Students will be assessed by chapter quizzes, assignments, projects (creation of a Digital Marketing Plan), and discussion/participation. See attached.**

3. **Shared Course:** If this is a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for course being shared. **N/A**

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

**As an elective course, the addition of this course proposes no changes to the total hours needed for a student to graduate.**

### III. RATIONALE FOR THE PROPOSAL

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

**Most anyone who owns an electronic device or cell phone, or has spent any amount of time on the internet, realizes the level of general and target marketing that transpires. According to Statistica Research, “It was calculated that the digital advertising spending worldwide amounted to 378.16 billion U.S. dollars in 2020, increasing and not contracting versus the 2019 figure in spite of the economic impact of the covid-19 pandemic” (Source: Statistica Research 5/28/21). The Wall Street Journal reported this past spring, “This year, digital advertising is projected to account for more than half the roughly \$1.1 billion Mondelez (makers of Oreos) spends on media world-wide. It was only about 30% as recently as 2017. TV’s share of the company’s ad spending continues to decline” (Source: Hagey/Vranica, WJS, 3/19/21). With the majority of advertising dollars increasingly being spent, across all industries, through digital marketing arms (Internet, Social Media, e-mail, etc..), students will need to be familiar with terminology, analytics, and the processes of digital marketing no matter what their career path.**

**In the 30 days preceding February 17<sup>th</sup> of this year, there were 218 total posts for open positions for “Advertising and Promotions Managers” (SOC 11-2011) across the US, and 62,760 total posts for open “Marketing Managers” (SOC 11-2021) based on data provided by JobsEQ®, a program by Chmura Economics & Analytics. For those ads identifying a minimum education level, 82% of the advertised positions for Advertising and Promotions Managers required at least a bachelor’s degree, and 95.5% of the Marketing Managers positions required the same. (Source: JobsEQ®, <http://www.chmureacon.com/jobseq>)**

**For the combined 62,978 ads, “digital marketing” was in the top ten for hard skills identified as being required for the position. For Advertising and Promotions Managers, this skill came in fourth in frequency of identified hard skills, and for Marketing Managers, it came in as the sixth most frequently cited. These skills were identified ahead of Microsoft Office, Google Analytics, and Customer Relationship Management (CRM) underscoring the growing importance of digital marketing skills in today’s relevant marketplace for marketing graduates.**

**In reviewing similar occupation data for West Virginia, digital marketing skills made the top ten required hard skills, coming in at 9<sup>th</sup> in rank of frequency for Marketing Managers, however it did not make the top ten in hard skills for Advertising, Marketing, Promotions, Public Relations, and Sales Managers, though general marketing skills was the top (#1) hard skill for this category. Given the nature of marketing as previously stipulated, graduates should have knowledge of digital marketing principles and practices to be competitive for positions that require general marketing skills. (Source: JobsEQ®, <http://www.chureacon.com/jobseq>).**

A recent review of the skills gap for similar positions advertised throughout West Virginia (Advertising, Marketing, Promotions, Public Relations, and Sales Managers) indicate that digital marketing is in the top ten for skills in which a current “gap” exists. For the same occupations, it is expressed that general marketing is a skills surplus, as is, for example, word processing, proficiencies with Microsoft Office and related products. (Source: JobsEQ®, <http://www.chureacon.com/jobseq>).

This data would indicate, nationally, that there is a demand for digital marketing skills, and locally, there is a gap between the digital marketing skills needed and the potential job applicants who have these skills. This further provides an identified need for a course in Digital Marketing that will introduce students to the subject and provide practical skills to carry into the workplace.


- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

According to the Wall Street Journal, in 2020, Digital Marketing overtook traditional marketing (radio, television, & newspaper) in regards to total dollars spent on advertising. With this massive change of direction, it is critical that students learn the current trends in marketing as well as learn how to effectively work and make decisions in the various areas of digital marketing. This course will become a regular elective in the marketing rotation and should not require additional capital or manpower to successfully implement.

**IV. APPROVAL**

Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college’s/school’s notification of this proposal.

College/School	Dean	Signature
College of Business & Aviation	Timothy R. Oxley, EdD	

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

**VI. ADDITIONAL COMMENTS.**

**APPENDIX A**  
**B.S. Degree in Business Administration**  
**Proposed Program**

**Degree Requirements**

<b>Core Curriculum Courses</b>		
For students in this major, list the courses satisfy both core curriculum and major requirements.		
<b>Course Prefix &amp; Number</b>	<b>Course Name</b>	<b>Credit Hours</b>

<b>Pre-Major Courses (XX Credit Hours)</b>		
<b>Course Prefix &amp; Number</b>	<b>Course Name</b>	<b>Credit Hours</b>

<b>Required Major Courses (XX Credit Hours)</b>		
<b>Course Prefix &amp; Number</b>	<b>Course Name</b>	<b>Credit Hours</b>

<b>Major Elective Courses (XX Credit Hours) – IF APPLICABLE</b>		
[Electives are selected from a specific major or program]		
<b>Course Prefix &amp; Number</b>	<b>Course Name</b>	<b>Credit Hours</b>
MKTG 3370	Digital Marketing	3

<b>Total Core Curriculum Hours</b>	<b>XX (Minimum 30)</b>
<b>Total Pre-Major</b>	<b>XX</b>
<b>Total Required Major Courses</b>	<b>XX</b>
<b>Total Electives (If applicable)</b>	<b>XX</b>
<b>Total Free Electives</b>	<b>XX</b>
<b>TOTAL CREDIT HOURS</b>	<b>120</b>



**APPENDIX B**  
B.S. Degree in Business Administration  
Marketing Electives

A. Course Catalog Description:

- **MKTG 3370 – DIGITAL MARKETING:** This course is designed to introduce students to theoretical constructs related to the virtual marketplace and how it is necessary to adapt to its many changes. This course will equip students with the skills they will need to perform vital daily digital marketing functions. Students will explore various digital tools used in marketing such as websites, social media, and email marketing. **PR: BSBA 2204, (FALL)**

B. Course Learning Outcomes (CLO's):

**Upon successful completion of this course, students should be able to:**

1. *Web Design* – Identify multiple web design frameworks for improving conversion rates on a website of any kind. Apply these design frameworks to identify areas for website improvement and to properly design a website from scratch.
2. *Web Analytics* – Explain the appropriate KPIs for any type of website. Make appropriate recommendations to an ecommerce website based on the conversion funnel. Identify the pitfalls surrounding attribution analysis and make recommendations to identify the highest ROI digital marketing channels.
3. *Search Engine Optimization* – Describe how search engines work. Use this knowledge to make recommendations to a website on how it can improve its organic search rankings – in other words, perform search engine optimization on a website.
4. *Search Engine Marketing* – Explain the mechanics of paid search ranking. Create a search engine marketing campaign and evaluate its effectiveness. Recommend changes that will improve the campaign's conversion rates.
5. *Online Advertising* – Identify the various methods of online display advertising. Create an online display ad campaign and measure its return on ad spend (ROAS).
6. *Email Marketing* – Describe best practices in marketing and implement them with a database of current and potential customers via email.
7. *Social Media* – Apply knowledge of social media tactics to design an effective social media campaign.
8. *Reputation Management* – Implement online reputation management tactics to improve the online reputation of a brand.

**Course Outline:**




1. **Digital Marketing Foundations**
  - a. **Terminology**
  - b. **Successful Websites**
2. **Web Design (Desktop & Mobile)**
  - a. **Principles of Good Web Design**
  - b. **Page Elements**
  - c. **Landing Pages**
3. **Analytics**
  - a. **How Analytics Work**
  - b. **Metrics**
  - c. **Key Performance Indicators**
  - d. **Making Better Decisions with Analytics**
4. **On-Site SEO**






- a. Maximizing Relevance
  - b. Choosing Target Search Phrases
  - c. Creating High-Quality Webpages
  - d. Other SEO Considerations
  - e. Local Search Rankings
  - f. Search Engines Past and Future
5. Off-Site SEO
- a. Links
  - b. Popularity Metrics
  - c. Link Building
  - d. Content Marketing
6. Paid Search Marketing
- a. Paid Search Advertising Explained
  - b. Choosing Search Targets
  - c. Writing Ad Copy
  - d. Buying Ad Space
  - e. Analyzing Results
  - f. Google Ads Account Structure
7. Display Advertising
- a. Understanding Display Networks
  - b. Targeting the Right Audience
  - c. Banner Ad Design
  - d. Retargeting
  - e. Optimizing Banner Ads
  - f. Consistent Messaging
8. Email Advertising
- a. Email List Capture
  - b. Email Content
  - c. Measuring Success
  - d. Avoiding SPAM filters
  - e. Customer Relationship Management
9. Social Media 1
- a. Social Media Activities
  - b. Social Media Plan
  - c. Choosing Social Media Platforms
  - d. Social Media Content
  - e. Distribute and Promote Content
  - f. Measuring Success
10. Social Media 2
- a. Facebook
  - b. Twitter
  - c. Pinterest
  - d. YouTube
  - e. LinkedIn
  - f. Instagram
  - g. Snapchat
11. Online Reputation Management

- a. Monitoring Brands**
- b. Responding to Negative Content**
- c. Creating Positive Content**

**12. Mobile Marketing**

- a. Mobile vs. Desktop**
- b. Mobile Optimization**

<b>Alignment of Course Outcomes to Marketing Concentration Student Learning Outcomes</b>				
<b>COURSE OUTCOME</b>	<b>SLO #6 – Marketing Concentration</b> <i>“Upon successful completion of the Marketing concentration, students will be able to create a Marketing Strategy that includes all areas of the Marketing Mix.”</i>	<b>SLO #7 – Marketing Concentration</b> <i>“Upon successful completion of the Marketing concentration, students will be able to analyze business problems from a marketing viewpoint and offer solutions that utilize Marketing strategies.”</i>	<b>RESOURCES</b>	<b>ASSESSMENT MEASURE</b>
<b>Web Design</b> – Identify multiple web design frameworks for improving conversion rates on a website of any kind. Apply these design frameworks to identify areas for website improvement and to properly design a website from scratch.			<i>Text – Chapters 1 and 2</i>	<i>Chapter Exams 1 &amp;2 Unit Exam #1 Digital Marketing Plan</i>
<b>Web Analytics</b> – Explain the appropriate KPIs for any type of website. Make appropriate recommendations to an ecommerce website based on the conversion funnel. Identify the pitfalls surrounding attribution analysis and make recommendations to identify the highest ROI digital marketing channels.			<i>Text – Chapter 3 Internet sources resourced by student</i>	<i>Chapter Exam 3 Unit Exam #1 Digital Marketing Plan</i>
<b>Search Engine Optimization</b> – Describe how search engines work. Use this knowledge to make recommendations to a website on how it can improve its organic search rankings – in other words, perform search engine optimization on a website.			<i>Text – Chapters 4 and 5</i>	<i>Chapter Exams 4 &amp; 5 Unit Exam #1 Digital Marketing Plan</i>

<p><b>Search Engine Marketing</b> – Explain the mechanics of paid search ranking. Create a search engine marketing campaign and evaluate its effectiveness. Recommend changes that will improve the campaign’s conversion rates.</p>			<p><i>Text – Chapter 6 &amp; 7</i></p>	<p><i>Chapter Exams 6 &amp; 7 Unit Exam #2 Digital Marketing Plan</i></p>
<p><b>Online Advertising</b> – Identify the various methods of online display advertising. Create an online display ad campaign and measure its return on ad spend (ROAS).</p>			<p><i>Text – Chapter 6 &amp; 7</i></p>	<p><i>Chapter Exams 6 &amp; 7 Unit Exam #2 Digital Marketing Plan</i></p>
<p><b>Email Marketing</b> – Describe best practices in marketing and implement them with a database of current and potential customers via email.</p>			<p><i>Text Chapter 8</i></p>	<p><i>Chapter Exam 8 Unit Exam #2 Digital Marketing Plan</i></p>
<p><b>Social Media</b> – Apply knowledge of social media tactics to design an effective social media campaign.</p>			<p><i>Text Chapters 9 &amp; 10</i></p>	<p><i>Chapter Exam 9 Unit Exam #2 Digital Marketing Plan</i></p>
<p><b>Reputation Management</b> – Implement online reputation management tactics to improve the online reputation of a brand.</p>			<p><i>Text Chapter 11</i></p>	<p><i>Chapter Exam 11 Unit Exam #2 Digital Marketing Plan</i></p>