

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**COURSE NUMBER: BSAD 445  
COURSE TITLE: MARKETING CONSULTING PROJECT**

**CIP Code: 52.1401**

**Created by: Nicholas Kocher  
Updated**

**School: School of Business and Liberal Arts  
Department: Business  
Implementation Semester/Year: Spring 2028**

A. **COURSE TITLE: Marketing Consulting Project**

B. **COURSE NUMBER: BSAD 445**

C. **CREDIT HOURS (# Hours of Lecture, Laboratory, Recitation, Clinical):**

# Credit Hours per Week	3
# Lecture Hours per Week	3
# Lab Hours per Week	
Other per Week	

D. **GRADING METHOD:**

A – F	<input checked="" type="checkbox"/>
Pass/Fail	<input type="checkbox"/>
Other:	

E. **WRITING INTENSIVE COURSE:**

Yes	<input type="checkbox"/>
No	<input checked="" type="checkbox"/>

F. **GER CATEGORY:**

Does the course satisfy a GER category? If so, please select all that apply.

[\(https://www.canton.edu/provost/assessment/ger/\)](https://www.canton.edu/provost/assessment/ger/)

[1-2] Communication	<input type="checkbox"/>
[3] Diversity: Equity, Inclusion & Social Justice	<input type="checkbox"/>
[4] Mathematics & Quantitative Reasoning	<input type="checkbox"/>
[5] Natural Science & Scientific Reasoning	<input type="checkbox"/>
[6] Humanities	<input type="checkbox"/>
[7] Social Sciences	<input type="checkbox"/>
[8] Arts	<input type="checkbox"/>
[9] US History & Civic Engagement	<input type="checkbox"/>
[10] World History & Global Awareness	<input type="checkbox"/>
[11] World Languages	<input type="checkbox"/>

**CORE COMPETENCIES** (Required starting in Fall 2026):

[12] Critical Thinking and Reasoning	<input checked="" type="checkbox"/>
[13] Information Literacy	<input type="checkbox"/>
[14] Civic Discourse	<input type="checkbox"/>

**G. APPLIED LEARNING COMPONENT (High-Impact Practices):**

Yes	<input checked="" type="checkbox"/>
No	<input type="checkbox"/>

If Yes, select [X] one or more of the following Curricular Attribute categories:  
 HIPs definitions found here: <https://www.suny.edu/applied-learning/resources/>

<b>Capstone</b>	
Creative Works	<input type="checkbox"/>
For-Credit Internship	<input type="checkbox"/>
<b>Practicum</b>	
Practicum [Clinical Placement]	<input type="checkbox"/>
Practicum [Non-Clinical Placement]	<input type="checkbox"/>
<b>Research &amp; Field Study</b>	
Field Research	<input type="checkbox"/>
Research	<input type="checkbox"/>
Undergraduate Research	<input type="checkbox"/>
<b>Service or Community</b>	
Service Learning	<input checked="" type="checkbox"/>
Community Service	<input type="checkbox"/>
Civic Engagement	<input type="checkbox"/>
<b>Study Abroad</b>	
International and Domestic Travel/Exchange	<input type="checkbox"/>
COIL	<input type="checkbox"/>

**H. SEMESTER(S) OFFERED:**

Fall	<input type="checkbox"/>
Spring	<input checked="" type="checkbox"/>
Fall and Spring	<input type="checkbox"/>

**I. COURSE DESCRIPTION:** Students scope, manage, and deliver a real-world marketing engagement for a nonprofit, startup, or small/medium enterprise. Teams apply research, analytics, planning, and IMC/digital tactics to address a client-defined problem or growth opportunity. Emphasis is on professional consulting practices—project charters, stakeholder management, legal/ethical compliance, teamwork, and persuasive communication—culminating in a client presentation and portfolio-quality report.

**J. PRE-REQUISITES:** Senior standing; BSAD 203 Principles of Marketing; BSAD 411 Market Research (or instructor permission)  
**CO-REQUISITES:** None

**K. LEARNING OUTCOMES:**

SLO Statement	PLO	ISLO	Subset	GER
a. Develop and justify a project charter (scope, objectives, timeline, roles) aligned to client constraints.	7	2	CA	
b. Collect, manage, and analyze client/customer data to derive actionable insights and KPIs.	1	3	IM	
c. Generate and evaluate strategic alternatives and recommend an evidence-based solution.	4	2	PS	
d. Integrate legal, ethical, DEI, and accessibility considerations into the recommended plan.	5	4	ER	
e. Produce a client-ready written report and defend recommendations in a professional presentation.	2	1	W	
f. Collaborate effectively in diverse teams using consulting tools and reflective practices.	3	4	T	

KEY	
<b>SLO</b>	<b>Student Learning Outcomes</b>
<b>PLO</b>	<b>Program Learning Outcome</b>
<b>ISLO</b>	<b>Institutional Student Learning Outcomes [ISLO 1 – 5]</b>
<b>ISLO #</b>	<b>ISLO and Subsets</b>
1	Communication Skills: <ul style="list-style-type: none"> <li>• Oral [O]</li> <li>• Written [W]</li> </ul>
2	Critical Thinking: <ul style="list-style-type: none"> <li>• Critical Analysis [CA]</li> <li>• Inquiry &amp; Analysis [IA]</li> <li>• Problem Solving [PS]</li> </ul>
3	Foundational Skills: <ul style="list-style-type: none"> <li>• Information Management [IM]</li> <li>• Quantitative Lit, /Reasoning [QTR]</li> </ul>
4	Social Responsibility <ul style="list-style-type: none"> <li>• Ethical Reasoning [ER]</li> <li>• Global Learning [GL]</li> <li>• Intercultural Knowledge [IK]</li> <li>• Teamwork [T]</li> </ul>
5	Industry, Professional, Discipline Specific Knowledge and Skills
<b>GER</b>	<b>General Education Requirements:</b> Refer to Listing, Section F

L. **TEXTS:** To be determined by instructor

M. **SUGGESTED INSTRUCTIONAL MATERIALS:**

N. **EQUIPMENT:** Conference Room and Technology Enhanced Classroom

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**

Quiz	<input type="checkbox"/>
Exam	<input type="checkbox"/>
Assignment	<input checked="" type="checkbox"/>
Other: Project Presentation	<input checked="" type="checkbox"/>

P. **DETAILED COURSE OUTLINE:**

**I. Consulting Profession, Process, and Ethics**

- A. Consulting lifecycle and engagement types (diagnostic, advisory, implementation)
- B. Professional standards, codes of conduct, confidentiality/NDA
- C. Roles and responsibilities (client, sponsor, project lead, analysts)
- D. Success criteria vs. deliverables; defining value for the client

**II. Scoping the Engagement & Project Charters**

- A. Problem statements vs. opportunity statements; assumptions and constraints
- B. Objectives, KPIs, and success metrics; alignment with client strategy
- C. Scope boundaries, dependencies, and exclusions
- D. RACI overview; governance cadence (check-ins, decision rights)

### **III. Stakeholder Analysis & Discovery Planning**

- A. Stakeholder mapping (power–interest; influence–impact)
- B. Elicitation methods (interviews, workshops, observation)
- C. Discovery hypotheses and key questions
- D. Risk identification at the outset (strategic, operational, reputational)

### **IV. Secondary Research & Market Landscape**

- A. Industry structure (five forces; value chain)
- B. Competitive set: direct, indirect, and substitutes
- C. Trend scanning and benchmarks (pricing, channels, messaging)
- D. Gap analysis: client vs. category norms

### **V. Primary Research Design**

- A. Research objectives; qualitative vs. quantitative tradeoffs
- B. Sampling strategies and recruitment considerations
- C. Instrument design (interview guides, surveys)
- D. Bias, validity, and ethics in human-subjects research

### **VI. Data Management & Analysis Foundations**

- A. Data inventory and governance (sources, permissions, quality)
- B. Cleaning, coding, and basic statistical summaries
- C. Triangulating qual + quant insights
- D. Visualization basics for exploratory analysis

### **VII. Insight Development & Problem Framing**

- A. Synthesis techniques (affinity mapping; issue trees/MECE)
- B. Root-cause exploration (5 Whys; fishbone diagrams)
- C. KPI logic models (inputs, activities, outputs, outcomes)
- D. Framing the “so what”: implications and decision options

### **VIII. Ideation & Concept Screening**

- A. Divergent ideation techniques (SCAMPER, brainwriting)
- B. Feasibility, desirability, viability screens
- C. Scoring matrices and decision rules
- D. Shortlisting concepts for strategy development

### **IX. Strategy Formulation**

- A. Objectives → strategies → tactics (OST) cascade
- B. Positioning and value propositions (customer/job-based)
- C. Channel and audience prioritization (segmentation fit)
- D. Risk–reward considerations; guardrails

### **X. IMC & Digital Tactics Architecture**

- A. Channel roles across the funnel (search, social, email, web, partnerships)
- B. Messaging frameworks and creative themes
- C. Sequencing and frequency guidelines; basic media mix logic
- D. Compliance and brand-safety considerations

### **XI. Budgeting, Timeline, and Vendor Management**

- A. Cost categories (media, production, tooling, services)
- B. Phasing and critical path; dependencies and resource loading
- C. Build vs. buy vs. partner decisions
- D. Vendor selection criteria and SLAs

### **XII. Measurement & Dashboards**

- A. KPI selection; leading vs. lagging indicators
- B. Measurement plans (events, conversions, attribution approach)

- C. Dashboard structure (executive scorecard vs. diagnostic views)
- D. Reporting cadence and decision thresholds

### **XIII. Testing, Pilots, and Validation**

- A. Experiment design basics (hypotheses, variants, guardrails)
- B. Pilot scope and evidence standards
- C. Readouts: directional vs. statistically reliable signals
- D. Iteration paths and kill/scale decisions

### **XIV. Implementation Planning & Change Management**

- A. Operating model and handoff plan (processes, roles, SOPs)
- B. Training and enablement; communications to internal stakeholders
- C. Risk mitigation and contingency playbooks
- D. Post-launch monitoring and continuous improvement loops

### **XV. Client Communication & Final Presentation**

- A. Executive narrative structure; evidence and recommendations
- B. Visual clarity and document architecture (main deck, appendices)
- C. Anticipating objections; decision capture and next steps
- D. Engagement close-out: lessons learned and success criteria review

**Q. LABORATORY OUTLINE:** None