



TOPIC: Towson University: Master of Science in Marketing Intelligence and Embedded Post-Baccalaureate Certificate in Interactive Marketing

COMMITTEE: Education Policy and Student Life

DATE OF COMMITTEE MEETING: September 4, 2014

SUMMARY: Marketing Intelligence is an emerging field, drawing upon multiple disciplines, including marketing strategy, marketing research, database management, data analytics, and interactive marketing. Graduates of the proposed program will be qualified for jobs with titles such as marketing intelligence analyst, digital marketing manager, marketing research analyst, and customer insight specialist. The proposed Master of Science degree in Marketing Intelligence and the embedded Post-Baccalaureate Certificate in Interactive Marketing will produce graduates who can meet modern workforce needs through the merger of knowledge in marketing strategy and strong technical skills. The proposed programs are an interdisciplinary, collaborative effort of Towson's College of Business and Economics, Fisher College of Science and Mathematics, and School of Emerging Technology. Courses are drawn from four departments -- Marketing, Computer Science, e-Business and Technology Management, and Applied Information Technology -- maximizing the efficiency and effectiveness of the offerings.

The proposed degree will not only develop the skills necessary for a modern marketing research analyst, but will also provide graduates with a competitive advantage for marketing jobs in the future. As the field of marketing continues to evolve toward greater use of data and interactive technology, the career paths of the data analyst and the marketing specialist will overlap to an increasing degree. The successful marketer of tomorrow must possess both traditional marketing skills and technical skills. Skills that will be increasingly necessary include: 1) analytical pattern recognition (the ability to look beyond the numbers to see the underlying patterns and trends); 2) agile project management; 3) systems thinking (working outside of disciplinary silos); 4) experimental curiosity and rigor; and 5) mash-able software fluency (understanding how software is built and deployed) (*Brinker, Scott, Chief Marketing Technologist, Ion Interactive, "5 New Skills for the Future of Marketing," February 23, 2009*).

Based on feedback from industry professionals, it is evident that Maryland's growing tech sector is seeking graduates with the skills necessary to acquire, analyze and utilize marketing intelligence information in the digital age. Employment projections show strong future demand for graduates with skills related to this emerging field. For example, the Bureau of Labor Statistics' *Occupational Outlook Handbook*, "employment of market research analysts is projected to grow 32 percent from 2012 to 2022, much faster than the average for all occupations." Locally, employment of market analysts is projected to grow much faster than the average for all occupations, nationally, within Maryland, and within the Baltimore metro area. The average annual percentage change within Baltimore County alone is 6.6%, compared to 2.7% for all occupations. These jobs increasingly require applicants with graduate degrees and will often pay a premium for them.

ALTERNATIVE(S): The Regents may not approve the program or may request further information.

FISCAL IMPACT: No additional funding is necessary. The program will be supported through tuition and reallocation of funds.

CHANCELLOR’S RECOMMENDATION: That the Committee on Education Policy and Student Life recommend that the Board of Regents approve the proposal from Towson University to offer the Master of Science in Marketing Intelligence and Embedded Post-Baccalaureate Certificate in Interactive Marketing.

COMMITTEE RECOMMENDATION:

DATE:

BOARD ACTION:

DATE:

SUBMITTED BY: Joann Boughman

301-445-1992

jboughman@usmd.edu

UNIVERSITY SYSTEM OF MARYLAND PROPOSAL FOR

X NEW INSTRUCTIONAL PROGRAM

SUBSTANTIAL EXPANSION/MAJOR MODIFICATION

COOPERATIVE DEGREE PROGRAM

 X WITHIN EXISTING RESOURCES or REQUIRING NEW RESOURCES

Towson University

Fall 2015

Projected Implementation Date

PBC

Interactive Marketing (embedded in MS)

MS

Marketing Intelligence

Award to be Offered

Title of Proposed Program

0509

Suggested HEGIS Code

52.1499 (marketing, other)

Suggested CIP Code

Marketing

Department of Proposed Program

Judy Harris

Name of Department Head

Aileen Trainer

Contact Name

atrainner@towson.edu

Contact E-Mail Address

410 704-2557

Contact Phone Number

Signature and Date

President/Chief Executive Approval

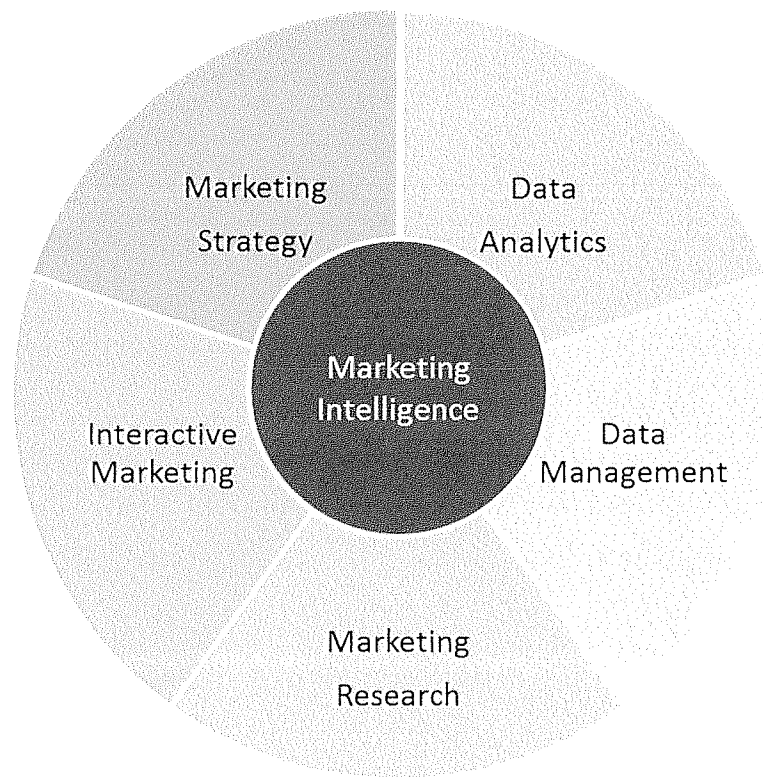
Date _____

Date Endorsed/Approved by Governing Board

Proposal for a Master of Science Degree in Marketing Intelligence with an embedded PBC in Interactive Marketing

Introduction

Marketing intelligence is a set of theories, methodologies and technologies used to facilitate the capture, understanding, analysis and evaluation of data to produce actionable insights for marketing decision makers¹. Marketing intelligence draws upon multiple disciplines to provide an integrated approach to creating and implementing data-driven, interactive marketing strategies and takes place at the intersection of marketing strategy, data analytics, data management, interactive marketing, and marketing research.



There is a clear need in the state for graduates with the skills necessary to acquire, analyze and utilize marketing intelligence information in the digital age. This was confirmed through discussions with several upper-level industry professionals, including the Senior Director of Publishing Services at Advertising.com, the Senior Vice President of Analytics for Choice Hotels, the Digital Marketing Manager for the U.S. Consumer Products Division at McCormick, the Chief Information Officer at Merkle, and the Vice President of Database Marketing and Customer Analytics at T. Rowe Price. Expressions of support for the program from executives reflecting the importance of this emerging field are included in Appendix A.

¹ Adapted from Guarda, et al. (2012), "A Conceptual Framework for Marketing Intelligence," *International Journal of e-Education, e-Business, e-Management and e-Learning*, 6(2).

The Master of Science degree in Marketing Intelligence and the embedded Post-Baccalaureate Certificate in Interactive Marketing will produce graduates who can meet modern workforce needs through the merger of knowledge in marketing strategy and strong technical skills. The proposed programs are an interdisciplinary, collaborative effort of Towson's College of Business and Economics, Fisher College of Science and Mathematics, and School of Emerging Technology. Courses are drawn from four departments -- Marketing, Computer Science, e-Business and Technology Management, and Applied Information Technology -- maximizing the efficiency and effectiveness of the offerings.

Mission

The proposed MS degree in Marketing Intelligence and the embedded PBC reflect Towson University's strategic goals. The proposed programs:

- Provide professional, applied credentials that align with national trends and span the areas of STEM and business education.
- Are consistent with Towson University's strategic priorities of STEM work-force development, innovation and experiential learning.
- Capitalize on synergies among departments across campus as interdisciplinary programs that address the needs of students seeking knowledge that spans traditional business and academic silos.
- Capitalize on the expertise offered by Towson's School of Emerging Technologies.
- Move the College of Business Economics in the direction of the University's goal of 20:80% graduate education

The program will be targeted primarily to working professionals in the greater Baltimore region who want to enhance their knowledge and skills in a leading edge, marketable area. The interdisciplinary nature of the partnership between business and computer science will enhance diversity of thought within the classroom.

Characteristics of the Proposed Program

In today's digital age, it is increasingly necessary for marketing professionals to have 1) knowledge in marketing strategy, 2) database management and data mining skills, 3) the ability to recommend and utilize interactive marketing tools, and 4) the ability to evaluate marketing campaigns based on financial results. No existing programs in the state are characterized by each of these goals.

Distinctive characteristics of the program include:

- A collaborative, interdisciplinary nature, which includes courses in marketing, computer science, e-business and technology management, and applied information technology.
- An applied, experiential focus tailored to professionals in the Baltimore area who want a part-time program.
- A curriculum that takes students through the marketing intelligence process from data collection to implementation and evaluation using interactive marketing tools.

Degree Requirements

The proposed MS in Marketing Intelligence is a 30 credit hour program. It is expected that the typical student will take 6 credits hours each fall and spring and a 3 credit hour applied project course each summer.

Students will complete two applied projects, each of which will offer a practical, real-world, problem-solving experience that puts theory into practice through experiential learning. This is an important distinguishing feature of the program that is consistent with the missions of Towson University and the College of Business and Economics and attractive to our business partners.

The MS Program includes the following courses (30 credits):

AIT 632 Database Management (3)
COSC 757 Data Mining (3)
EBTM 604 Introduction to Project Management (3)
MKTG 605 Marketing Strategy (1.5)
MKTG 625 Customers and Markets (1.5)
MKTG 710 Interactive Marketing (3)
MKTG 770 Marketing Metrics (3)
MKTG 780 Market Information and Research (3)

Choose one of the following

COSC 581 Artificial Intelligence (3)
COSC 710 Web Intelligence and Social Network Analysis (3)

Choose one of the following

MKTG 781 Interactive Marketing Project (3)
MKTG 791 Interactive Marketing Internship (3)

Choose one of the following

MKTG 881 Marketing Intelligence Project (3)
MKTG 891 Marketing Intelligence Internship (3)

The PBC in Interactive Marketing includes the following courses (15 credits):

AIT 632 Database Management (3)
MKTG 605 Marketing Strategy (1.5)
MKTG 625 Customers and Markets (1.5)
MKTG 710 Interactive Marketing (3)

Choose one of the following

COSC 581 Artificial Intelligence (3)
COSC 710 Web Intelligence and Social Network Analysis (3)

Choose one of the following

MKTG 781 Interactive Marketing Project (3)
MKTG 791 Interactive Marketing Internship (3)

Similar to programs within the FCSM (e.g., Applied Information Technology), students without undergraduate coursework in statistics and programming may be required to complete additional coursework in these areas prior to admission to the program.

Appendix B contains detailed course descriptions.

Learning Outcomes

Graduates will be able to:

1. Effectively communicate solutions to business problems.
2. Evaluate marketing strategies in relation to current legal and ethical standards of practice.
3. Recommend and utilize interactive marketing techniques and tools.
4. Acquire, evaluate and utilize customer information to make informed business decisions, demonstrating the financial impact of those decisions.

The proposed MS in Marketing Intelligence will cover learning outcomes 1-4. The embedded PBC in Interactive Marketing will cover 1-3.

The program will strongly improve students' information literacy and technology fluency skills, as the learning outcomes of the program involve evaluation of information and utilization of technology to analyze and present solutions to marketing problems.

Program assessment occurs on an annual basis and assessment includes both direct and indirect measures. The assessment plan describing the measures, rubrics and schedule of data collection and review was developed with the program proposal and has been approved by the CBE Assessment Committee.

In addition to the assessment of student learning outcomes, the proposed programs will participate in the 7-year USM cycle of programs. The programs will also be included in those evaluated by the Association for the Advancement of Collegiate Schools of Business International (AACSB) and will follow best practices of other accredited CBE programs. The Towson University CBE was recently reaccredited by AACSB.

Towson University systematically evaluates faculty performance and facilitates faculty professional development. The effectiveness of teaching is evaluated by:

- Students on a regular basis through the use of course evaluation forms.
- Peer observations (program-specific); and
- Self-evaluation through Towson's annual review policies (for full-time faculty).

Justification

Program Need

The program primarily will be targeted toward established professionals who want a focused, multidisciplinary education that fuses marketing strategy and technology skills. Marketing Intelligence is an emerging field, drawing upon multiple disciplines, including marketing strategy, marketing research, database management, data analytics, and interactive marketing. Graduates of the proposed program will be qualified for jobs with titles such as marketing intelligence analyst, digital marketing manager, marketing research analyst, and customer insight specialist.

Employment projections show strong future demand for graduates with skills related to this emerging field. For example, the Bureau of Labor Statistics' *Occupational Outlook Handbook*, "employment of market research analysts is projected to grow 32 percent from 2012 to 2022, much faster than the average for all occupations."² Locally, employment of market analysts is projected to grow much faster than the

² <http://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm#tab-6>

average for all occupations,³ nationally, within Maryland, and within the Baltimore metro area. The average annual percentage change within Baltimore County alone is 6.6%, compared to 2.7% for all occupations.⁴ These jobs increasingly require applicants with graduate degrees and will often pay a premium for them.⁵

Moreover, the proposed degree will not only develop the skills necessary for a modern marketing research analyst, but will also provide graduates with a competitive advantage for marketing jobs in the future. As the field of marketing continues to evolve toward greater use of data and interactive technology, the career paths of the data analyst and the marketing specialist will overlap to an increasing degree. The successful marketer of tomorrow must possess both traditional marketing skills and technical skills⁶. Skills that will be increasingly necessary include 1) analytical pattern recognition (the ability to look beyond the numbers to see the underlying patterns and trends); 2) agile project management; 3) systems thinking (working outside of disciplinary silos); 4) experimental curiosity and rigor; and 5) mashable software fluency (understanding how software is built and deployed)⁷.

Based on feedback from industry professionals,⁸ it is evident that Maryland's growing tech sector is seeking graduates with the skills necessary to acquire, analyze and utilize marketing intelligence information in the digital age.

Anticipated Enrollment

The enrollment goal after five years is 30 students per year, for a total of approximately 40 students enrolled at a time. The table on the following page shows enrollment targets in each program for the first five years. Allowing for reasonable rates of attrition, it is anticipated that after ramp up of the program, enrollment in classes to be taken in the students' first year will be approximately 30, and enrollment in classes to be taken in the students' second year will be approximately 12.

Comparable Programs

Towson University submitted a Letter of Intent to develop the proposed program to the University System of Maryland in August 2013. No objections to the planning document were raised by members of the USM system.

A search of graduate programs in the state of Maryland revealed that there are no programs of study that provide the mix of marketing strategy and technological skills that are built into the proposed program.

³ <http://www.bls.gov/ooh/business-and-financial/market-research-analysts.htm#tab-6>

⁴ <https://mwejobs.maryland.gov/>

⁵ Carnevale, A., Smith, N., & Strohl, J. (2010). *Help wanted: Projections of jobs and education requirements through 2018*. Georgetown University Center on Education and the Workforce, on the Internet at <http://www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/FullReport.pdf>

⁶ Becher, Jonathan, Chief Marketing Officer at SAP, "Welcome To The Future: Three Must-Do's For The Modern Marketer" February 20, 2013. <http://www.linkedin.com/today/post/article/20130220013458-24136-welcome-to-the-future-three-must-do-s-for-the-modern-marketer>

⁷ Brinker, Scott, Chief Marketing Technologist, Ion Interactive, "5 New Skills for the Future of Marketing," February 23, 2009. <http://chiefmartec.com/2009/02/5-new-skills-for-the-future-of-marketing/>

⁸ As the curriculum was being designed, personal interviews were conducted with several upper-level industry professionals, including the Senior Director of Publishing Services at Advertising.com, the Senior Vice President of Analytics for Choice Hotels, the Digital Marketing Manager for the U.S. Consumer Products Division at McCormick, the Chief Information Officer at Merkle, and the Vice President of Database Marketing and Customer Analytics at T. Rowe Price. All were very receptive to the goals of the proposed program, verified the need for graduates with the covered skills, provided valuable input into the curriculum and indicated a willingness to participate in the program by speaking to classes and helping to secure applied projects for experiential learning.

| Enrollment Goal by Program | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---------------|---------------|---------------|---------------|---------------|
| PBC | 5 | 9 | 12 | 15 | 15 |
| MS | 5 | 8 | 10 | 15 | 15 |
| Targeted New Enrollments (Total) | 10 | 17 | 22 | 30 | 30 |

| Enrollment Goal in Courses | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|---------------|---------------|---------------|---------------|---------------|
| First 15 credits | 10 | 17 | 22 | 30 | 30 |
| 15 - 30 credits* | 0 | 4 | 7 | 9 | 12 |
| Enrollment Goal (total) | 10 | 21 | 29 | 39 | 42 |

**Enrollment in second year classes is conservatively estimated to be 40% of enrollment in first year classes based on comparable programs (average graduation/enrollments, two year lag = 45%)*

The University of Maryland College Park (UMCP) has an MS in Marketing Analytics that was approved in April 2014. Enrollment and graduation rate information is not available due recent approval of the program, however, the proposal projected program enrollments of 40 students.

The proposed program will be distinct from the UMCP program in a number of ways:

- The proposed Towson program is designed as a part-time program for working professionals, while the UMCP program is designed for full-time students.
- The proposed Towson program will focus on using technology to obtain, manage, analyze and utilize information for the purpose of making financially sound marketing decisions, while the UMCP program places an emphasis on mathematical modeling of data⁹.
- The proposed Towson program places an emphasis on the implementation of marketing decisions in a digital age, particularly regarding social networks. There is essentially no content related to interactive marketing in the UMCP program.
- The proposed Towson program has a stronger emphasis on experiential learning. The UMCP program includes two credits of an “action project” while the proposed program includes six credits of applied projects.
- The proposed Towson program is an interdisciplinary partnership between the College of Business and Economics and the Fisher College of Science and Mathematics, while the UMCP program is contained within the Smith School of Business.

Johns Hopkins University (JHU) offers a relatively traditional MS in Marketing. The proposed program is distinct from the JHU program in a number of ways.

- The proposed program will reflect Towson’s commitment to providing high quality, affordable education that contributes to Maryland’s STEM workforce. JHU is a private research university.
- The proposed Towson program is 30 credits, including 12 from outside of marketing and only 3 credits that parallel the marketing component of a traditional MBA program. The JHU program is 36 credits, almost half of which are traditional MBA courses (14 credits of “business foundation” MBA courses, 6 credits are in traditional marketing courses and 16 credits are marketing electives)¹⁰.
- The JHU program is a traditional business degree and does not incorporate a partnership with a school of science or technology.
- There are no internship or applied project courses required in the JHU program.
- The Towson College of Business and Economics is accredited by AACSB. The Carey School of Business at JHU is not.

Enrollment and graduation rate information for the MS in Marketing at JHU are show in the following table:

| | 2008 | 2009 | 2010 | 2011 | 2012 |
|------------------------|------|------|------|------|------|
| Fall Enrollment | 123 | 146 | 116 | 103 | 96 |
| Degrees Awarded | 21 | 39 | 44 | 70 | 53 |

Source: MHEC Trends in Enrollment by Program, April 2013 and Trends in Degrees and Certificates by Program, May 2013

⁹ <http://www.rhsmith.umd.edu/files/Documents/Programs/MS-MarketingAnalytics/MSAnalytics.pdf>

¹⁰ http://carey.jhu.edu/uploads/files/MS_Folder_and_inserts-FINAL.pdf

one new courses/sections of existing courses per semester, and the Departments of E-business and Technology Management and Applied Information Technology will each need to absorb students into one course per year. In addition, a faculty member in the department will need to serve as Program Director. The applied project courses, typically offered in the summer, will be taught off-load.

| Courses Offered | | | |
|-----------------|--------------------------------|----------------------------|------------------------------------|
| Department | Fall | Spring | Summer |
| MKTG | 1. MKTG 605/625 2. MKTG 710 | 3. MKTG 780 4. MKTG 770 | 5. MKTG 781/791 6. MKTG 881/891 |
| COSC | 1. COSC 581/710 | 2. COSC 757 | |
| EBTM | | 1. EBTM 604 | |
| AIT | 1. AIT 632 | | |

In order to maintain compliance with standards set by our accrediting body (AACSB International) and offer high quality instruction, it is anticipated that the Department of Marketing will need **one new faculty position** once the program is at full strength.

Although courses in the program will be taught by several faculty members, one new full-time, tenure track position in the Department of Marketing would be sufficient to provide the equivalent coverage for four courses a year, as well as release time for graduate director duties. In the first year, it is anticipated that the faculty member serving as program director will receive a course release and that a **part-time faculty member** will be hired to compensate.

In the near term, our current Marketing Department **administrative assistant** will be able to handle the additional workload. However, a part-time **graduate assistant** should be hired to assist the program director.

It is anticipated that the Department of Computer and Information Sciences will need the equivalent of **one half of one new faculty position** to provide coverage equivalent to two courses per year.

| Faculty Resources | | | | | |
|-------------------|-----------------------------|--------------------------------------|------------|---------------------------------|------------------|
| | Program Contribution to FTE | Highest Degree Earned/Field of Study | Rank | Status (Full-time or Part-time) | Courses Teaching |
| Existing Faculty | | | | | |
| Instructor 1 | 90 | Masters | Instructor | Part-time | AIT |
| Instructor 2 | 90 | Doctorate | Full | Full-time | MKTG |
| Instructor 3 | 126 | Doctorate | Assistant | Full-time | MKTG |
| Instructor 4 | 60 | Doctorate | Assistant | Full-time | COSC |
| Instructor 5 | 36 | Doctorate | Associate | Full-time | MKTG |
| Instructor 6 | 36 | Doctorate | Assistant | Full-time | EBTM |
| Instructor 7 | 36 | Doctorate | Assistant | Full-time | COSC |
| New Faculty | | | | | |
| Instructor 1 | 126 | Doctorate | Assistant | Full-time | MKTG |
| Instructor 2 | 30 | Doctorate | Assistant | Full-time (1/2) | COSC |

Library Requirements

The Albert S. Cook Library at Towson University currently provides access to numerous journal offerings that would support the study of Marketing Intelligence and Interactive Marketing, via databases and online subscriptions in Business and Computer Science. A wide range of company, industry, and consumer data useful for Marketing is also available via Cook Library databases. Books on topics such as marketing strategy, marketing analytics, data mining, and online media have been regularly purchased each year via the support of a dedicated Marketing book budget as well as from e-Business & Technology Management and Computer Science.

Databases and electronic journals are available on- or off-campus. Articles not available through Cook can be requested via Interlibrary Loan.

Although existing resources may be sufficient to launch the M.S. in Marketing Intelligence and the graduate certificate in Interactive Marketing, support for the program could be significantly strengthened with subscriptions to 1) the specialized *Journal of Marketing Analytics* and/or 2) either the *SimplyMap* or *Simmons OneView* database/modules. In addition to enhancing existing consumer data offerings, *SimplyMap* or *Simmons OneView* would provide additional opportunities for students to practice sophisticated data analysis skills. An estimate of \$5,000 annually is projected to initiate and maintain these subscription(s), contingent on the availability of additional annual funding to the Library.

In addition, many resources are available from outside sources, such as the Direct Marketing Association's Educational Foundation (<http://www.marketingedge.org/>) and our business partners (e.g., Advertising.com).

Facilities, Infrastructure and Instructional Equipment

Several of the ten classes included in the program are existing courses and will not require additional classroom space. Of the five new courses, two are project courses and will not require traditional classrooms. The new courses will be offered at night in face-to-face format and, when pedagogically appropriate, in blended format. It is anticipated that classroom space for night classes will be available in Stephens Hall.

The recent AACSB accreditation confirms that Towson University facilities address the teaching and learning needs of students. Computers will be provided for the new faculty positions.

Resources and Expenditures

Additional state resources will not be required to support the proposed program. If enrollment projections are met, tuition revenues should be adequate to address direct costs.

TABLE 1: RESOURCES

Fill in items highlighted in blue only

| Resources Categories | (Year 1) | (Year 2) | (Year 3) | (Year 4) | (Year 5) |
|---|----------|-----------|-----------|-----------|-----------|
| 1. Reallocated Funds ¹ | 0 | 82,686 | 23,219 | 0 | 0 |
| 2. Tuition/Fee Revenue | 67,950 | 145,549 | 205,016 | 281,225 | 308,915 |
| a. Annual Full-time Revenue of New Students | | | | | |
| Number of Full-time Students | 0 | 0 | 0 | 0 | 0 |
| Annual Tuition Rate | | | | | |
| Subtotal Tuition | \$0 | \$0 | \$0 | \$0 | \$0 |
| Annual Fees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Subtotal Fees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Full-time Revenue of New Students | \$0 | \$0 | \$0 | \$0 | \$0 |
| b. Annual Part-time Revenue | | | | | |
| Number of Part-Time Students | 10 | 21 | 29 | 39 | 42 |
| Credit Hour Tuition Rate + Fees | 453 | \$462 | \$471 | \$481 | \$490 |
| Annual Fees Per Credit Hour | | | | | |
| Annual Credit Hours Per Student | 15 | 15 | 15 | 15 | 15 |
| Subtotal Tuition | \$67,950 | \$145,549 | \$205,016 | \$281,225 | \$308,915 |
| Subtotal Fees | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Part Time Revenue | \$67,950 | \$145,549 | \$205,016 | \$281,225 | \$308,915 |
| 3. Grants, Contracts & Other Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| 4. Other Sources | \$0 | \$0 | \$0 | \$0 | \$0 |
| TOTAL (Add 1 - 4) | \$67,950 | \$228,235 | \$228,235 | \$281,225 | \$308,915 |

1. The Marketing Department is prepared to provide start-up funding for the program during the first three years of implementation. These funds have already been budgeted in anticipation of modest enrollment growth. Reallocation of resources will not be necessary once enrollment targets are met in Year 4.

TABLE 2: EXPENDITURES

Fill in blue shaded areas only.

| Expenditure Categories | (Year 1) | (Year 2) | (Year 3) | (Year 4) | (Year 5) |
|---|-----------------|------------------|------------------|------------------|------------------|
| 1. Total Faculty Expenses | \$6,480 | \$209,475 | \$209,475 | \$209,475 | \$209,475 |
| (b + c below) | | | | | |
| a. Faculty Salaries* | 0.1 | 1.5 | 1.5 | 1.5 | 1.5 |
| b. Total Salary | 6,000 | 157,500 | 157,500 | 157,500 | 157,500 |
| c. Total Benefits | 480 | 51,975 | 51,975 | 51,975 | 51,975 |
| 2. Total Administrative Staff Expenses | 6,880 | 6,880 | 6,880 | 6,880 | 6,880 |
| (b + c below) | | | | | |
| a. Payment to Graduate Assistant | | | | | |
| b. Total Salary | 6,880 | 6,880 | 6,880 | 6,880 | 6,880 |
| c. Total Benefits | 0 | 0 | 0 | 0 | 0 |
| 3. Total Support Staff Expenses | 6,880 | 6,880 | 6,880 | 6,880 | 6,880 |
| (b + c below) | | | | | |
| a. Stipend for Program Director | | | | | |
| b. Total Salary | 3,500 | 3,500 | 3,500 | 3,500 | 3,500 |
| c. Total Benefits | | | | | |
| 4. Equipment | | | | | |
| 5. Library | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| 6. New or Renovated Space | | | | | |
| 7. Other Expenses | | | | | |
| TOTAL (1-7) | \$25,240 | \$228,235 | \$228,235 | \$228,235 | \$228,235 |

* Faculty Salaries: Year 1: Salary for part-time faculty member to replace a full time faculty member who will be shifted from undergraduate courses. Years 2 – 5: Estimated salary for one new faculty member in MKTG and ½ the estimated salary for one new faculty member in COSC.

Appendix A
Letters of Support

From Don Kennedy, founder and president of Advertising.com:

Master's Degree in Marketing Intelligence and Post Baccalaureate Certificat...

File Message

Delete

Reply

Reply All

Forward

Delete

Respond

640s14

all faculty meeti...

Team E-mail

Quick Steps

Move

Move

Mark Unread

Categorize

Follow Up

Tags

Translate

Editing

Zoom

Zoom

You replied to this message on 5/1/2014 12:05 PM.

From: Kennedy, Donald <don.kennedy@teamaol.com>

Sent: Thu 5/1/2014 12:03 PM

To: Harris, Judy L.; Kaynama, Shohreh

Cc:

Subject: Master's Degree in Marketing Intelligence and Post Baccalaureate Certificate in Interactive Marketing program

Dr. Harris,

I wanted to send along a quick note expressing my strong support of the proposed Masters Degree in Marketing Intelligence and Post Baccalaureate Certificate in Interactive Marketing program at Towson University. I have spent the last fifteen years of my career in the digital space, and have never been more bullish about the opportunities in this industry, yet consistently struggle to find talent that comes into the space with an acceptable level of relevant expertise (especially among our more junior team members). Schools around the world have started to embrace this industry, but in a space that literally changes in real time, developing a relevant and applicable curriculum is a challenge to say the least. Over the past decade, the Baltimore area (and mid Atlantic as a whole) has become a key hub for digital talent and opportunities. My company, Advertising.com, has spawned no less than ten new start ups within this time period, each in need of a new type of talent and expertise. Towson University is in a unique position to not only embrace this new dynamic, but to create a differentiated option for students looking to enter this growth industry. If I can provide any further assistance or support, please let me know, as I am a firm believer in this program and vision.

Thank You,

Don

Don Kennedy

President // Advertising.com

o: 410.537.8573 // m: 443.370.4238

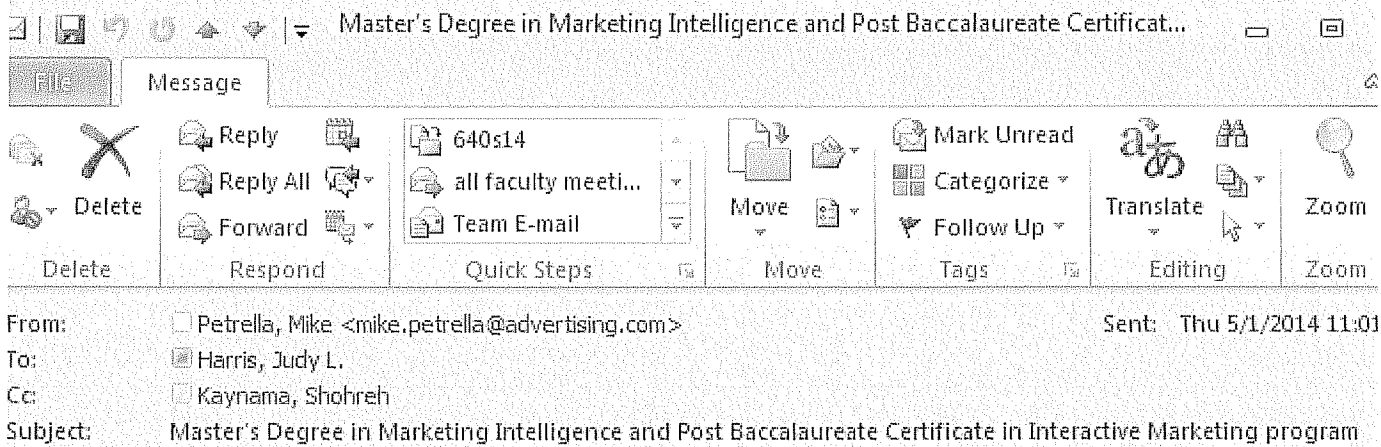
1020 Hull Street, Baltimore MD 21230

aim donkennedy12 // twitter @donjkennedy

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From Mike Petrella, Senior Director, Publisher Analytics & Yield, AOL



Dr. Harris,

I'm writing this email in support of the proposed Master's Degree in Marketing Intelligence and Post Baccalaureate Certificate in Interactive Marketing program at Towson University. As you know, I've been very adamant about the need for a dynamic curriculum based on the constant evolution of the interactive marketplace. The increase in information available and the evolution of marketing toward the use of more interactive tools has created the need for educational programs that address both technology and marketing strategy. There are very few institutions that offer the ability to consistently evolve the curriculum to meet the ever changing needs of the interactive marketplace. I am a strong believer that Towson University will be able to with the business in the area, such as AOL, to help students find real-world projects to work on and learn from, while in the program. Interactive businesses, like AOL, will have significant levels of interest in hiring graduates with these skills. Towson University's ability to execute this strategy will set it apart of many institutions, as a central learning place for real world opporutnities, regardless of the swings we see in the industry. Please let me know if I can provide any additional information for you. I cannot wait to see this program launch!

Thanks!

Mike Petrella

Sr. Director, Publisher Analytics & Yield // AOL Platforms
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AolPLATFORMS.



Appendix B

COURSE DESCRIPTIONS

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| MKTG 605: MARKETING STRATEGY (1.5) Explores the role of marketing in creating value for the firm and its stakeholders and examines market strategy in the context of a dynamic external environment. |
| MKTG 625: CUSTOMERS AND MARKETS (1.5) Focuses on choosing customers and markets through data analysis, building customer loyalty and communicating to current and potential customers In B2C, B2B and nonprofit organizations. |
| MKTG 710: INTERACTIVE MARKETING (3) Explores the emerging business models, rules, tactics and strategies associated with interactive marketing, including search engine optimization, search ads, email marketing, social media and mobile marketing. |
| MKTG 770: MARKETING METRICS (3) Exploration of the data and tools used to analyze the business environment and enable marketing decision making, including decisions related to segmentation, customer lifetime value, and return on marketing investment. |
| MKTG 780 MARKET INFORMATION AND RESEARCH (3) Covers the acquisition, evaluation and use of competitor and consumer information for goods and services. It explores a variety of methods, including the use of electronic data (such as the Internet, computer databases and scanner data) and behavioral research (including focus groups, observations, survey research and experiments). Emphasis is placed on the timeliness and validity of information in making effective marketplace decisions regarding competitor and consumer behavior. |
| MKTG 781: INTERACTIVE MARKETING PROJECT (3) The marketing intelligence project course is an independent applied project in content areas related to interactive marketing. Students work under the supervision of their faculty advisers to identify a practical, real-world problem solving experience for the student. The completed project should clearly present the applied project undertaken, its significance to theory and business practice, the research or project background, a well-defined method, results or findings, and their implications. |
| MKTG 791: INTERACTIVE MARKETING INTERNSHIP (3) Supervised experience in a field setting which facilitates the application of interactive marketing theory and tools. |
| MKTG 881: MARKETING INTELLIGENCE PROJECT (3) The marketing intelligence project course is an independent applied project in content areas related to marketing intelligence. Students work under the supervision of their faculty advisers to identify a practical, real-world problem solving experience for the student. The completed project should clearly present the applied project undertaken, its significance to theory and business practice, the research or project background, a well-defined method, results or findings, and their implications. Prerequisite: MKTG 770 and consent of department. |
| MKTG 891: MARKETING INTELLIGENCE INTERNSHIP (3) Supervised experience in a field setting which facilitates the application of marketing intelligence and tools. |
| COSC 581: ARTIFICIAL INTELLIGENCE (3) A survey of the problems and techniques involved in producing or modeling intelligence in computers. Particular emphasis will be placed on representation of knowledge and basic paradigms of problem solving. Topics include game playing, theorem proving, natural language and learning systems. |
| COSC 710: SOCIAL NETWORK ANALYSIS (3) This course covers the concepts, structures and analysis of large social and information networks. Hands-on techniques will explore how to analyze large-scale social network data, explore social behavior, and apply the techniques to real-world problems. Students will work on cases on actual social network data and present strategic recommendations based on analysis of the data. |

COSC 757 DATA MINING (3) Designed to provide students with a broad background in data mining techniques and related topics. Real-world applications including Web mining will be emphasized. Current data mining tools will be used in student projects.

AIT 632 DATABASE MANAGEMENT SYSTEMS (3) Study of database management system fundamentals, data models, design, implementation and processing. Most popular database management systems such as Oracle, SQL Server and Access are used throughout the course to illustrate design and implementation of real-world database applications and processing.

EBTM 604: INTRODUCTION TO PROJECT MANAGEMENT (3) To more effectively respond to the fast changing economic environment and market conditions, managers are increasingly utilizing the project management approach. This course will introduce students to the behavioral and technical aspects of managing projects. Challenges of planning, monitoring and controlling complex projects to achieve the desired cost, quality and performance objectives will be discussed. Topics covered will also include cross-functional project teams, project integration, time management, time-cost-trade-offs in project completion and resource allocation.