

MARYLAND HIGHER EDUCATION COMMISSION  
ACADEMIC PROGRAM PROPOSAL

**PROPOSAL FOR:**

- NEW INSTRUCTIONAL PROGRAM  
 SUBSTANTIAL EXPANSION/MAJOR MODIFICATION  
 COOPERATIVE DEGREE PROGRAM  
 WITHIN EXISTING RESOURCES or  REQUIRING NEW RESOURCES

*(For each proposed program, attach a separate cover page. For example, two cover pages would accompany a proposal for a degree program and a certificate program.)*

**Johns Hopkins University**

Institution Submitting Proposal

**2017**

Projected Implementation Date

**Master of Science**

**Marketing**

Award to be Offered

Title of Proposed Program

**0506-04**

**51.0701**

Suggested HEGIS Code

Suggested CIP Code

**Carey Business School**

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**1/6/2017**

Signature and Date

President/Chief Executive Approval

**n/a**

Date

Date Endorsed/Approved by Governing Board

**The Johns Hopkins University  
Carey Business School  
Proposal for Substantial Modification to an Existing Program**

**Master of Science in Marketing**

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**A. Centrality to institutional mission statement and planning priorities**

**1. Program description and alignment with mission**

The Johns Hopkins University Carey Business School (CBS) is pleased to submit a proposal to substantially modify the existing and previously endorsed Master of Science in Marketing (HEGIS code 0506-04; CIP code 51.0701) to create curricular changes and offer an online option.

The Master of Science in Marketing (MSM) is an innovative program designed to develop marketing leaders for the emerging global marketplace. The program gives managers the knowledge, tools, and versatility to become effective decision makers who can positively influence marketing practice. The curriculum incorporates the latest knowledge and technology in the field. Course offerings provide students with a foundation in marketing theory, analysis, and practical applications. The program focuses on the application of marketing theory, current and future trends, and state-of-the-art techniques required by marketing professionals for success in the 21st century.

In addition to the face-to-face mode of instruction that is currently available to students, the modified program will offer an online option. Students will have a choice among face-to-face courses, online courses, or a combination of both, in a hybrid modality. Students enrolled in the program's online courses will have access to the same resources and services as students enrolled in the face-to-face courses, including instruction from the same quality faculty.

The mission of the Johns Hopkins University is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. The Carey Business School supports business knowledge development and education through our own initiatives, innovations, and collaborative programs across the Johns Hopkins University. We create and share knowledge that shapes business practices while educating business leaders who will grow economies and societies, and are exemplary citizens. The program is fully consistent with both missions.

**2. Alignment with institutional strategic goals**

Johns Hopkins University has long history of teaching business courses to professionals including marketing professionals. The MSM curriculum has undergone a continuous quality improvement process responding to market conditions and aligning with the mission of the school.

In addition to a solid foundation in quantitative skills, the program also equips students with concepts and theories to develop the knowledge, experience, and versatility it takes to be leaders in corporate marketing, advertising, product or service businesses, and at nonprofit organizations or government agencies. All of which align with the Carey Business School's vision to develop students into business leaders who are also exceptional leaders of communities and societies.

## **B. Adequacy of curriculum design and delivery to related learning outcomes**

### **1. Program outline and requirements**

Program requirements include a minimum of 36 graduate credits. All students will take the following required coursework components:

#### **Business Foundations (14 credits)**

BU.510.601	Statistical Analysis
BU.120.601	Business Communication
BU.131.601	Business Leadership Ethics Seminar
BU.132.601	Business Law
BU.520.601	Decision Models
BU.410.620	Marketing Management
BU.210.620	Accounting and Financial Reporting

#### **Functional Core (6 credits)**

BU.420.710	Consumer Behavior
BU.450.710	Marketing Strategy
BU.410.601	Marketing Research

#### **Elective Courses (16 credits)**

BU.430.730	Analysis for Product and Services Innovation
BU.420.730	Behavioral Analysis for Marketing Decisions
BU.430.710	Branding and Marketing Communications
BU.460.710	Business-to-Business Marketing
BU.430.720	Competitive Pricing Analysis
BU.420.720	Customer Relationship Management
BU.460.700	Digital Marketing and Social Media
BU.460.730	New Product Development
BU.430.740	Sales Force and Channels of Distribution
BU.450.750	Strategic Marketing Intelligence
BU.510.650	Data Analytics
BU.450.730	Design Leadership
BU.450.630	Field Experiments (Innovation and Evidence for Business and Policy)

See Appendix A for a complete list of course titles and descriptions.

## **2. Educational objectives and student learning outcomes**

The educational objective of the MSM program is to equip students with the foundation of core concepts and methods in marketing. Students will be able to translate the classroom experience into their application of business practice while functioning effectively in diverse business contexts.

Upon successful completion of the program, students will:

- Learn and apply core concepts and tools in the marketing discipline to develop integrated and innovative strategies to address current and emerging business problems.
- Learn, integrate and apply key analytical methods to solve current and emerging business problems.
- Learn to assess marketing aspects of local and global business contexts and use this assessment as input to current and emerging business decisions.
- Assess their team experience and propose strategies for future improvement.
- Be able to explain the role of human values in business leadership.
- Be able to develop and justify an action plan to manage an ethical challenge they have identified.
- Demonstrate the written communication skills essential in business settings.
- Demonstrate effective use of the presentation skills that are essential in business.

## **3. General education requirements**

Not applicable.

## **4. Specialized accreditation/certification requirements**

Not applicable.

## **5. Contractual agreements with other institutions**

Not applicable.

## **C. Critical and compelling regional or statewide need as identified in the State Plan**

### **1. Demand and need for program**

According to the US Bureau of Labor Statistics, the advertising, promotion, and marketing industry is expected to grow and become more essential to corporations as companies seek to maintain and expand their share of the market<sup>1</sup> The industry is

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<sup>1</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition, Advertising, Promotions, and Marketing Managers*, on the Internet at <http://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm> (visited December 10, 2016).

expected to add 244,900<sup>2</sup> jobs by 2024 in the following occupations, for which the MSM program prepares students:

- Advertising
- Promotions
- Marketing

Advertising, promotional, and marketing campaigns are expected to continue being essential as organizations seek to maintain and expand their market share.

According to the Boss Group, Washington D.C. is among the best places to get a marketing job. “The U.S. capital is home to dozens of marketing firms and enterprises that require creative professionals to fill key positions. These candidates are highly sought after because they possess the requisite skills to help companies enhance brand equity to reach out to consumers”<sup>3</sup>

With the options for students to take classes in either Baltimore or Washington D.C., the MS Marketing program is in a prime position to educate marketing professionals and meet the growing demand of a well-trained workforce in the industry in Maryland and Washington D.C. the region.

## **2. Alignment with the 2013-2017 Maryland State Plan for Postsecondary Education**

The 2013-2017 Maryland State Plan for Postsecondary Education articulates six goals for postsecondary education: 1) quality and effectiveness; 2) access, affordability and completion; 3) diversity; 4) innovation; 5) economic growth and vitality; and 6) data use and distribution. This program addresses most of these goals.

Relative to Goal 1 of the State Plan (“Enhance its array of postsecondary education institutions and programs, which are recognized nationally for academic excellence and more effectively fulfill the evolving educational needs of its students, the state and the nation”), the Carey Business School is committed to developing the online option for the MSM program, utilizing the school’s renowned faculty and collaborators.

In addition to the commitment to excellence and effectiveness, the Carey Business School is committed to ensuring access and affordability, consistent with Goal 2 (“Achieve a system of postsecondary education that advances the educational goals of all by promoting and supporting access, affordability and completion”) of the Maryland State Plan, by making the course as accessible as possible to part-time students to

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<sup>2</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2016-17 Edition*, Advertising, Promotions, and Marketing Managers, on the Internet at <http://www.bls.gov/ooh/management/advertising-promotions-and-marketing-managers.htm> (visited December 10, 2016).

<sup>3</sup> Washington D.C. among best cities to find marketing jobs. (2013, August 7). Retrieved December 11, 2016, from <http://www.thebossgroup.com/Washington-D-C-among-best-cities-to-find-marketing-jobs>

interfere in the least disruptive manner possible with their ability to earn a living and to enable them to enhance their future economic prospects.

The Carey Business School is committed to the Maryland State Plan Goal 3 (“Ensure equitable opportunity for Academic success and cultural competency Maryland’s population”) and aspires to have a diverse student body in all programs. Furthermore, through the development of strong and clear student learning outcomes and objectives, the proposed program also aligns with Goal 4 (“Seek to be a national leader in the exploration, development, and implementation of creative and diverse education and training opportunities that will align with State goals, increase student engagement, and improve learning outcomes and completion rate”).

Considering the interconnected world and the increased pace of doing business globally, the projected demand for the well-educated and qualified marketing professionals will require people who can use appropriate quantitative and qualitative marketing methods to gain consumers insights in addressing new and future challenges. The MS Marketing program is designed to prepare students to be professionals in the knowledge-based economy, which aligns with Goal 5 (“Stimulate economic growth, innovation, and vitality by supporting a knowledge-based economy, especially through increasing education and training and promoting the advancement and commercialization of research”).

**D. Quantifiable and reliable evidence and documentation of market supply & demand in the region and State**

**1. Market demand**

The Maryland's Department of Labor, Licensing and Regulation projects growth in various marketing and sales related positions between 2012 and 2022. These are positions that the Carey MSM students are well positioned to hold. Table 1<sup>4</sup> outlines this projected growth in various occupations including supervisors of sales workers, advertising agents of securities, manufacturing, and real estate firms.

**Table 1: Estimated Growth in Sales and Marketing Positions 2012-2022<sup>5</sup>**

Occupational Title	Employment			Total
	2012	2022	Change	
Sales and Related Occupations	271,305	280,048	8,743	93,001
Supervisors of Sales Workers	38,774	38,709	-65	8,163
First-Line Supervisors of Retail Sales Workers	32,947	33,197	250	7,419
First-Line Supervisors of Non-Retail Sales Workers	5,827	5,512	-315	744
Sales Representatives, Services	30,217	31,525	1,308	9,347
Advertising Sales Agents	1,844	1,777	-67	567
Insurance Sales Agents	7,506	7,394	-112	1,765
Securities, Commodities, and Financial Services Sales Agents	5,558	5,662	104	1,404
Travel Agents	1,048	873	-175	159
Sales Representatives, Services, All Other	14,261	15,819	1,558	5,452
Sales Representatives, Wholesale and Manufacturing	25,715	27,177	1,462	6,474
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	5,773	6,165	392	1,517
Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	19,942	21,012	1,070	4,957
Other Sales and Related Workers	18,332	18,557	225	3,368
Demonstrators and Product Promoters	1,209	1,310	101	441
Sales and Related Workers, All Other	2,351	2,568	217	678

<sup>4</sup> <http://www.dllr.state.md.us/lmi/iandoproj/occgrou13.shtml>

<sup>5</sup> <http://www.dllr.state.md.us/lmi/iandoproj/occgrou41.shtml>

The Carey Business School Master of Science in Marketing program educates professional to meet the growing demand of sales and marketing professionals in the region, nationally, and internationally.

Over the past several years, the Johns Hopkins University and the Carey Business School have been monitoring and tracking the number of inquiries and applicants to the current Carey Master of Science in Marketing program. Overall inquiries have significantly increased.

Inquiries and enrollments from 2013-2015 to the programs with focus on Marketing:

Academic Year	Inquiries for the programs with focus on Marketing	Growth %	Enrolled
2013/14	410	-	78
2014/15	978	58%	106
2015/16	1218	20%	128

The demand from prospective students to the Carey Business School's academic offerings in marketing and the marketing concentration in the MBA program has been increasing. Based on this data, as well as individual and group discussions with current students, we are modifying the curriculum to add online and hybrid options of program delivery.

## **2. Educational and training needs in the region**

Considering projections for growth of the marketing industry, the Carey Business School is anticipating that there will be substantial demand for highly skilled graduates from the MSM program, especially given the changes in the interconnected global economy.

The Bureau of Labor Statistics states that 7 of 10 currently existing jobs did not exist in 2004, and 90 percent of new jobs will require some type of post-secondary education or training.

The MSM program fully prepares students to meet the growing demands of marketing professionals both in the U.S. and globally.

## **3. Prospective graduates**

The MSM program is expected to enroll 105 part-time students in the first year, with an enrollment goal of 150 students per year for the following years (including students at both the Harbor East and Washington DC campuses). By year three, we expect to graduate the first group of 50 part-time students in this program. By year five, it is expected that 150 part-time students will have completed this program and received their degrees.

## E. Reasonableness of program duplication

### 1. Similar programs

There are several institutions in the state of Maryland that offer programs focused on marketing. The following examples are the closest examples to the program we propose.

University	Program	Online option
Towson University	Master of Science in Marketing Intelligence (30 credits)	No
University of Maryland University College	Master of Science in Management - Marketing concentration (36 credits)	Yes
University of Maryland Robert H Smith School of Business	MS in Marketing Analytics (30 credits)	No

Most of the Master of Science Marketing programs offered in the State of Maryland have program requirement of 30 credits and are delivered in the traditional face-to-face campus-based instruction with the exception of University of Maryland University College. The UMUC program is a Master's of Science degree in Management with a concentration in Marketing. The Carey Business School program is a Master of Science in Marketing with minimal focus on management disciplines.

Towson University program is Master of Science in Marketing Intelligence. It is a 30-credit program and has Post-Baccalaureate Certificate as part of the program. The Carey Business School program differs from the Towson program in that it is a 36-credit program in Marketing and does not have a certificate program.

The University of Maryland, R.H Smith School of Business' program is a 30-credit program focused on analytics. The program curriculum is designed to teach students how to analyze massive amounts of data. The Carey Business School program is a 36-credit program that blends the insights in consumer behavior, big data, new technology, and the psychology of persuasion.

### 2. Program justification

The world is changing rapidly. The MS in Marketing prepares students to meet the demand for capable and confident marketing professionals who understand the digital, global, and start-up environment. The program gives managers the knowledge, tools, and versatility to become effective decision makers who can positively influence marketing practice.

The program provides graduates with the tools and knowledge to:

- Analyze primary and secondary data, build customer datasets, and conduct advanced analytics
- Integrate digital platforms and social media into marketing and communication plans
- Manage brand audits, assess brand equity, and develop branding strategies
- Detect relevant trends and patterns that can improve marketing performance
- Integrate theories of consumer psychology to understand customer decision-making and behavior
- Assess market viability for innovative products and services
- Identify market entry and exit strategies for new and maturing products/services
- Explore competitive economics and strategic intelligence during the marketing planning process

In addition to quantitative courses, the strong focus on leadership will be presented through courses such as Design Thinking, Business Communication, and Business Leadership and Human Values.

#### **F. Relevance to Historically Black Institutions (HBIs)**

The Historically Black Institutions in Maryland offer various graduate programs that include MBA and MS programs related to marketing specifically or business more generally. Bowie State University offers Master of Business Administration (MBA), MS in Management Information Systems (MSMIS), and Master of Public Administration (MPA) programs. Coppin State College offers Accounting and Management Information Systems, Management and Marketing, and Sport and Entertainment Management programs as majors at the undergraduate level. University of Maryland Eastern Shore does not offer a Master of Science in Marketing program. Morgan State University offers a Master's of Professional Accountancy (MPA) program. Given the programs offered by the Maryland Historically Black Institutions, we do not foresee any impact from the Carey Business School MSM program on these institutions.

#### **G. Evidence of the Principles of Good Practice**

See Appendix C for the evidence that this program complies with the Principles of Good Practice for distance education.

The Higher Education Opportunity Act (HEOA) enacted in 2008 requires that an academic institution that offers distance education opportunities to students 1) has a process established to verify that the student who registers is the same student who participates in and completes the offering and receives academic credit for it, 2) has a process established, to verify that student privacy rights are protected, and 3) has a process established that notifies the student about any additional costs or charges that are associated with verification of student identity. In this graduate program, the following actions have been taken to satisfy these requirements: 1) students may only enter the academic website for the online courses they take by

providing their unique student ID and password they receive when they are admitted to the program, 2) all FERPA privacy rights are preserved by limiting access very specifically in the University student information system to only those permitted by law to have access to restricted student information, and 3) there are no additional costs assessed to the student for the measures we use to verify student identity.

#### **H. Adequacy of faculty resources**

The Carey Business School is fortunate to possess a core of experienced full-time faculty members who are available to teach, advise, or serve on the curriculum committees in the Master of Science in Marketing program. Each has earned a doctoral degree, holds a primary appointment at the Carey Business School, and has considerable experience conducting and disseminating research in his or her area of expertise. Appendix B highlights each core faculty member's expertise related to the Master of Science in Marketing. At the time of this writing, it has yet to be determined which specific courses each individual faculty member will teach.

It is our goal to have the program taught almost exclusively by full-time faculty, many of whom are on the tenure (research) track.

Our faculty members are well-known national experts in their areas of expertise. More than half the faculty at Carey has research projects in marketing, and those who are teaching or will teach in Carey's marketing related programs have ongoing programs of research. Many of our faculty have extensive experience in marketing and related industries and are national thought leaders: Christopher W. Harris, MBA; Manuel Herмосilla, PhD; Sylvia Long-Tolbert, PhD; Hyeong Min Christian Kim, PhD; Ning Li, PhD; Jian Ni, PhD; Shubhranshu Singh, PhD; Haiyang Yang, PhD; Kathy Wilson, PhD; Meng Zhu, PhD. We have and will continue to recruit full time faculty with research and/or practical experience in marketing in the future.

#### **I. Adequacy of library resources**

The Milton S. Eisenhower Library on the Homewood campus is ranked as one of the nation's foremost facilities for research and scholarship. Its collection of over three million bound volumes, several million microfilms, and over 13,000 journal subscriptions has been assembled to support the academic efforts of the University. The interlibrary loan department makes the research collection of the nation available to faculty and students. The library also provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. The library offers a variety of instructional services, including electronic classrooms designed to explain the library resources available for research and scholarship. Librarians help students electronically and the library maintains an extensive web site to take visitors through all of its services and materials.

**J. Adequacy of physical facilities, infrastructure and instructional equipment**

The proposed Master of Science in Marketing online option will not impact the Carey Business School's physical facilities and infrastructure.

**K. Adequacy of financial resources with documentation**

Details concerning the resources and expenses may be found in Appendix D.

**L. Adequacy of provisions for evaluation of program**

On a day-to-day level, the program will be overseen by a combination of the Vice Dean for Education, the Associate Dean for Admissions and Academic Programs, the Associate Dean for Student Development (who oversees academic advisers), the Registrar and a faculty Academic Program Director who together will be responsible for managing the program plans, monitoring students' progress in programs and ensuring that the students are in good academic standing according to the school's policies, as well as managing course offerings, conducting program evaluations, and working with the Curriculum Committee. The School's curriculum committee will be responsible for revision of the curriculum and recommendations for the required modifications with the course offerings and evaluation of the faculty expertise required for these course offerings, and evaluating how students achieve the desired learning outcomes. In addition to the administrative structure mentioned above, the office of Teaching & Learning@Carey manages the course evaluation process and provides instructional design that is useful in assuring the quality of all academic courses and programs and will be integral to the design of a coordinated and coherent set of courses.

**M. Consistency with the State's minority student achievement goals**

The Johns Hopkins University follows all stipulations of Title VI, Title IX, and Section 504. Accordingly, race is not considered in the administration of the school's educational programs. Nonetheless, in accordance with Johns Hopkins University's stated commitment to diversity, we believe educators should use aggressive and innovative recruitment and support processes to increase and sustain diversity. To that end, the following focused recruitment activities will be employed: (1) Involvement of students from culturally and linguistically diverse (CLD) backgrounds in the planning and delivery of information sessions and recruitment information; (2) Success stories about previous CLD graduates as part of the recruitment literature; (3) Focused information meetings that emphasize that the school provide mentoring opportunities and a range of student activities including student clubs that encourage participation of students from different cultural, academic and professional backgrounds.

**N. Relationship to low productivity programs identified by the Commission**

Not applicable.

## **Appendix A**

### **Course List and Descriptions**

#### **Curriculum: 36 credits**

#### **Business Foundations**

##### **510.601 Statistical Analysis (2 credits)**

Students learn statistical techniques for further study in business, economics, and finance. The course covers sampling distributions, probability, hypothesis testing, regression and correlation, basic modeling, analysis of variance, and chi-square testing. The course emphasizes statistics to solve management problems. Case studies, spreadsheets, and SPSS computer software are used.

##### **132.601 Business Law (2 credits)**

A thorough working knowledge of the legal and regulatory environment in which businesses operate is essential for well-prepared business executives. This course provides an overview of the legal and regulatory environment affecting business in the United States and abroad. Topics include forms of business organization, contracts, torts and product liability, international business transactions, antitrust law, environmental law, securities regulation, ethics, and discrimination and employment issues. Students are expected to utilize electronic library and Internet resources to complete assignments (2 credits).

##### **120.601 Business Communication (2 credits)**

This course refines student's skills in written and oral communication to internal and external audiences. Through analyses and practice of communication strategies adopted by successful business professionals, students learn to write clearly and concisely, make compelling oral presentations, construct effective arguments.

##### **131.601 Business Leadership and Human Values (2 credits)**

This course explores ethical leadership as a framework for enterprise value creation in a complex environment of competing economic and moral claims. Students examine the intrinsic ethical challenges of leadership and the concept of a moral compass as a foundation for responding effectively to the ethical challenges of corporate citizenship and value creation in a competitive global economy.

##### **210.620 Accounting and Financial Reporting (2 credits)**

This course emphasizes the vocabulary, methods, and processes by which business transactions are communicated. Topics include the accounting cycle; basic business transactions involving assets, liabilities, equity, account revenue, and expense; as well as preparation and understanding of financial statements, including balance sheets, statements of income, and cash flows.

**520.601 Decision Models (2 credits)**

This course will introduce you to some of the decision modeling techniques available for analyzing business problems. Topics covered include decision analysis, nonlinear optimization, linear optimization, integer optimization, and simulation. You will become familiar with identifying problems, formulating models, solving them in a spreadsheet and then interpreting the results.

**790.064 Marketing Management (2 credits)**

This course covers principles of market-driven managerial decision making that determine competitiveness in dynamic consumer and organizational markets. Particular areas of emphasis include industry analyses, dynamics of competition, market segmentation, target marketing, channels of distribution, and product and pricing decisions. In-depth analytical skills are developed through case analyses, class discussions, role playing, and applied projects.

**Functional Core (6 credits)****BU.420.710 Consumer Behavior (2 credits)**

This course provides students with a solid foundation in consumers' decision making based on theoretical and empirical findings from the field of psychology, anthropology and sociology. Topics include consumers' knowledge and involvement, attention, comprehension, learning, attitude, and purchase intention. Strong emphasis is given to the design and modeling of response patterns, diffusion of innovations, and consumer behavior for specific products and services. Also explored is the practical impact of consumer behavior analysis on marketing mix strategies, market segmentation/positioning, brand loyalty, persuasion process and promotion.

**BU.450.710 Marketing Strategy (2 credits)**

This course provides students an in-depth understanding of marketing strategy. It is designed to help students experience the role of senior executives in formulating, implementing, and evaluating marketing strategies for a wide variety of complex real-world business scenarios. Students will analyze and learn the key factors underlying the successful and lackluster marketing strategies of both major corporations and smaller firms, across many different industries, across different tiers of brands and products (luxury vs. mass-market), and across the globe. Topics covered include industry and market analyses, dynamics of competition, value creation, segmentation, targeting, positioning, pricing, branding, distribution, and promotion. Through case analyses, in-class discussions, course assignments, and a research project, students will develop skills in devising, executing, and evaluating marketing strategies, as well as working in team on complex business projects.

**BU.410.601 Marketing Research (2 credits)**

Students will examine the fundamental concepts and techniques used in marketing research as decision-making tools. Problem formulation, research design, primary data collection, types of information and measurement scales, and evaluation and utilization of secondary data will be discussed. Other topics that will be discussed include structured and unstructured interviews, focus groups, exploratory research, causal research, sampling, survey design, qualitative versus quantitative data analyses, and interpretation. Students will receive hands-on experience with the SPSS statistical package for analyzing data.

## **Elective Courses (16 credits)**

### **430.730 Analysis for Product and Services Innovation (2 credits)**

The course focuses on the management of new product development processes and explores how companies introduce new products into the marketplace. Students investigate the implications of new product development and deployment with respect to the firm's core competencies. Topics include the design and management of new product development life cycles including processes, outsourcing, distributed design, as well as the services needed for product/service introduction.

### **420.730 Behavioral Analysis for Marketing Decisions (2 credits)**

Marketing, in particular, begins and ends with the consumer – from determining consumer needs to ensuring customer satisfaction. In this course, we will explore the most recent scientific research in marketing, psychology, and behavioral economics on judgment and decision making. We will develop your ability to understand and influence what people want, how people decide what and when to buy, and whether people will be satisfied or dissatisfied with their decisions. These psychological insights are not only particularly useful for marketing management decision making such as target marketing, brand positioning and marketing communication, but also yield insight into common biases in judgment and decision making, beyond marketing, to which you would otherwise fall prey. Why people are willing to drive across town to save \$5 on a tank of gasoline, for example, when they would not drive a minute to save \$5 on a refrigerator. We will discuss some of these applications in class. In addition, we will examine the methodology of market research to build the tools you will need to interpret consumer behavior and base decisions on it. Readings will include primary empirical research articles, business journal articles, and research reviews.

### **BU.430.710 Branding and Marketing Communications (2 credits)**

Unifying marketing communications is a strategic process that drives brand communication instead of simple product promotion programs. This course looks at a variety of communications modes (e.g. advertising, direct mail, sales promotion, public relations, internet marketing, etc.) and combines these to create a unified and consistent message to maximize impact. Students will develop a positioning goal and employ research and analysis to aid in developing consumer-focused marketing plans to create consistent communications. An overview of positioning and examining what constitutes good marketing copy will be explored using real world cases studies.

### **BU.460.710 Business-to-Business Marketing (2 credits)**

This course provides a managerial introduction to the strategic and tactical aspects of business marketing decisions. Students examine the strategic concepts and tools that guide market selection, the development of a customer value proposition, and successful competitive differentiation in contemporary business markets. They also study how this strategic analysis serves as the integrating theme for creating a firm's B2B marketing programs and managing strategic customers as assets. A mixture of lectures, discussions, cases, and readings are used to examine how product and service decisions are designed to deliver the B2B value proposition, how pricing captures customer value, how value is communicated to and among customers, and how marketing channels are used to make this value accessible to target customers. Students will compare and contrast how the strategic and tactical processes of developing and managing value-generating relationships differ between B2B and B2C markets.

**BU.430.720 Competitive Pricing Analysis (2 credits)**

Pricing is one of the most important and least-understood marketing decisions. This course aims to equip students with proven concepts, techniques, and frameworks for assessing and formulating pricing strategies. The objective is to prepare students for addressing strategic and tactical pricing issues and identifying profit-boosting changes in pricing practices across a range of professional contexts – as product/service managers, business unit managers, management consultants, entrepreneurs and M&A advisors.

**BU.843.610 Customer Relationship Management (2 credits)**

Students investigate the impact of CRM (Customer Relationship Management) information systems in customer segmenting and marketing decision making. Topics include design, conceptualization, implementation, and management of CRM systems and marketing databases. Course content begins with an introduction to direct marketing, customer profiling, segmenting and analytics, targeting, data mining, and evaluating approaches for implementing database marketing solutions. It then proceeds to highlight four categories of CRM: Strategic CRM, Operational CRM (including Marketing Automation and Sales Force Automation), Analytical CRM, and Collaborative CRM. Finally, distinctions will be drawn between CRM, Database Marketing, and Interactive Marketing. This course explores the intersection of modern marketing methods with the technologies that support them. It describes the world of Database Marketing and Data Mining, including the principles of marketing analytics, RFM (Recency, Frequency, and Monetary Value) analysis, and customer lifetime value analysis. It then goes on to show how these fundamental approaches are now strategically being employed, in various forms, to the world of marketing.

**BU.460.700 Digital Marketing & Social Media (2 credits)**

Digital Marketing & Social Media is a course designed to give the student an understanding of the digital marketing environment and how it functions. This course is intended to prepare students for the complexities and nuances of the digital world and provide them with foundational skill-sets that will translate into business value. The course will cover a wide spectrum of topics, including the history of the Internet, new and emerging digital trends, website design and development best practices, digital marketing campaign design, digital analytics, channel decision making, e-marketing research, digital positioning and branding, social network management, and digital messaging/creative best practices. Lectures, readings, case discussions and project assignments will offer both a digital agency management and an end-user perspective. Timely case studies, relevant text materials, digital marketing tools and group projects are used to augment the lectures and gain hands-on experience in the digital space.

**BU.460.730 Entrepreneurial Marketing (2 credits)**

This course covers the strategies and tactics that entrepreneurial companies utilize in marketing their products and services in an environment of low marketing budgets and no brand history. It uses examples from a broad spectrum of industries ranging from high tech to retail and service businesses. The course begins with segmentation strategies and positioning for new startups and then explores guerrilla marketing methods, including buzz and public relations, as well as more traditional, direct marketing and promotional event methods. Pricing, channel marketing

strategies, and customer service policy are also covered. The course relies heavily on case studies as well as guest speakers, with some optional readings available.

**BU.430.740 Sales Force and Channels of Distribution (2 credits)**

A well-staffed sales function and full knowledge of the available channels of distribution is vital for business success. They go hand in hand in the goal of revenue generation for all organizations – profit, non-profit, product based and/or service based. This course takes a close examination into the synergy of sales force and channels of distribution with hands on approach through simulation, role playing, case studies, readings and interaction with marketing professionals who manage the dynamics of sales and channels management.

**BU.450.750 Strategic Market Intelligence (2 credits)**

This course is focused on understanding advanced issues in marketing strategy and processes that determine marketing competitiveness in dynamic consumer and organizational markets. An important objective of the course is to teach students the skills of anticipating competitor's next marketing moves and incorporating them when setting own marketing strategies. Students will learn to apply game theoretic tools in various marketing contexts to understand the strategic implications of competitor's as well as own marketing decisions. The course also aims to prepare students to design products with right attributes, predict their performance in the market, anticipate competitive response, and forecast adoption using the right set of models.

**BU.510.650 Data Analytics (2 credits)**

This course prepares students to gather, describe, and analyze data, using advanced statistical tools to support operations, risk management, and responses to disruptions. Analysis is done targeting economic and financial decisions in complex systems that involve multiple partners. Topics include probability, statistics, hypothesis testing, regression, clustering, decision trees, and forecasting. (2.00 credits)

**BU.450.730 Design Leadership (2 credits)**

This course offers students the opportunity to learn and participate in design thinking: a human-centered process utilized by some of the most creative and competitive business organizations. With emphases on research, ideation, and prototyping, design thinking helps students leverage their creativity and collective expertise to achieve innovative solutions. During this course, students will work in teams to solve complex problems while applying the entire design thinking process. A large component of the course is experiential, but students will examine design thinking through multiple academic lenses (design and design theory, organizational behavior, and social psychology).

**BU.450.630 Field Experiments: Innovation and Evidence for Business and Policy (2 credits)**

Did the new Facebook format increase user activity on the site? Did a charitable organization's program to train community leaders lead to positive changes in the community? Do charter schools increase student achievement and, if so, what types of students respond most? Cause and effect questions like these are crucial to developing evidence-based practice in business, nonprofits and the government. Yet answering these questions is difficult when a new idea is not implemented with the explicit intent of measuring its impacts.

This class aims to teach students how to develop empirical evidence about the best ways to achieve their aims, whether these aims are to increase profits or to address social problems. The use of randomized controlled trials to test program impacts is becoming increasingly popular in businesses and government. An employee estimated that the average Facebook user is a participant in about 10 randomized controlled trials at any point in time. The U.S. government recently created a “Nudge Squad” that works with federal agencies to test new ideas through randomized controlled field trials. Experiments are an integral part of the ‘big data’ revolution going on in business, nonprofits and government. Importantly, they do not require advanced statistics or powerful computers to implement and interpret.

## **Appendix B Faculty**

**Ning Li**, PhD (Duke University), Assistant Professor, teaching interests are: Marketing Strategy, B-to-B Marketing, and Marketing Ethics.

**Sylvia Long-Tolbert**, PhD (Marketing, The Ohio State University), Program Director/ Assistant Professor, teaching interests are: Consumer Behavior Theory, Customer Relationship Management, Marketing Research, Services Marketing, and Strategic Brand Management.

**Thomas Crain**, ABD (The Johns Hopkins University), Senior Lecturer, teaching interests are: Ethics, Leadership Theory, Rhetoric and Cross-cultural Communications, Economic and Social History of Baltimore.

**Kathleen Day**, MS (Columbia University Graduate School of Journalism), MBA (New York University Stern School of Business), Lecturer.

**Chris Harris**, MBA (International Management, Thunderbird School of Global Management), Lecturer, teaching interests are: Digital Marketing, Social Media Marketing, Customer Relationship Management, and Mobile Marketing.

**Manuel Hermosilla**, PhD (Northwestern), Assistant Professor, teaching interests are: Entrepreneurial marketing and Quantitative marketing.

**Fred Katz**, MBA, MSDE, Senior Professional Instructor, teaching interests are: Marketing, Product Development, Entrepreneurial Ventures, Social Entrepreneurship, Healthcare Marketing, and Capstone.

**Hyeong-Min (Christian) Kim**, PhD (Marketing, The Ross School of Business, University of Michigan), Associate Professor, teaching interests are: Marketing Management and Marketing Strategy.

**Josie (Moore) Ganzermiller**, ABD (Communication, University of Maryland; MA, Communication Studies, West Chester University of PA), Lecturer, teaching interests are: Business and Professional Communication, Organizational Communication, Leadership and Management, Health and Risk Communication, Persuasion and Social Influence, Mass Media & Health Disparities, and Social and New Media.

**Jaana Myllyluoma**, PhD (Johns Hopkins University Bloomberg School of Public Health). Senior Professional Instructor, teaching interests include: Business and Leadership Ethics, Business Communication, and Leadership and Conflict Coaching.

**Jian Ni**, PhD (Industrial Administration, Tepper School of Business, Carnegie Mellon University), Assistant Professor, teaching interests include: Pricing Strategy, Industrial Organization, and Healthcare.

**Louise Schiavone**, MS (Journalism, Columbia University School of Journalism, New York City), Senior Lecturer, teaching interests include: Business and Crisis Communications, Communications in a changing media environment, and Effective self-presentation.

**Shubhranshu Singh**, , PhD (Business Administration, University of California at Berkeley; MBA, National University of Singapore, Singapore; MTech and MSc, Indian Institute of Technology Delhi, India), Assistant Professor, teaching interests include: Marketing Strategy and Marketing Management.

**Kathy Wilson**, PhD (Education Leadership, American University), Senior Professional Instructor.

**Haiyang Yang**, PhD (Marketing, INSEAD), Assistant Professor, teaching interests include: Marketing Strategy, Marketing Management, and Decision-Making.

**Meng Zhu**, (PhD), Assitant Professor, teaching interests include: Marketing and consumer decision making.

**Appendix C**  
**Evidence of Compliance with the Principles of Good Practice**  
**(as outlined in COMAR 13B02.03.22C)**

**(a) Curriculum and Instruction**

- (i) A distance education program shall be established and overseen by qualified faculty.**

The online option of the MSM program proposed here has been developed by the Johns Hopkins Carey Business School Vice Dean for Education and the Academic Program Director in consultation with colleagues at the Johns Hopkins Carey Business School. Vice Dean and Professor Kevin Frick taught online programs for nearly a decade at the Johns Hopkins Bloomberg School of Public Health prior to joining the Carey Business School faculty and administration. He is involved in the development of the school's online courses and works closely with the head instructional designer who leads the Learning@Carey faculty support office.

The program will be overseen by Dr. Ning Li, the Academic Program Director and an Assistant Professor with expertise in marketing.

The online courses taught in the MSM program will continue to be offered in the face-to-face format by the same pool of faculty.

- (ii) A program's curriculum shall be coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.**

The courses that would be offered in the online option of the MSM program already exist as part of the school's face-to-face part-time MSM program. The comparability to the programs offered in traditional instructional formats is clear because the courses are taught in both modalities, and the development of courses is designed to assure that the learning experience is sufficiently similar to warrant this type of consideration.

- (iii) A program shall result in learning outcomes appropriate to the rigor and breadth of the program.**

The online option of the MSM program will allow students to achieve learning objectives that include:

- Students will learn and apply core concepts and tools in the marketing discipline to develop integrated and innovative strategies to address current and emerging business problems.
- Students will learn, integrate and apply key analytical methods to solve current and emerging business problems.
- Students will learn to assess marketing aspects of local and global business contexts and use this assessment as input to current and emerging business decisions.

- Students will assess their team experience and propose strategies for future improvement.
- Students will be able to explain the role of human values in business leadership.
- Students will be able to develop and justify an action plan to manage an ethical challenge they have identified.
- Students will demonstrate the written communication skills essential in business settings.
- Students will demonstrate effective use of the presentation skills that are essential in business.

**(iv) A program shall provide for appropriate real-time or delayed interaction between faculty and students.**

Each of the courses includes both asynchronous (delayed) and synchronous (real-time) interaction opportunities. Good online course development attempts to find the optimal combination of these to facilitate the learning objectives. The delayed interaction includes listening to prerecorded lectures and the use of discussion boards (among other opportunities). Each course includes some type of real-time contact with audio coming primarily from (or at least being controlled by) the faculty but with either text or audio options for students who want to actively participate in a real time exchange.

**(v) Faculty members in appropriate disciplines in collaboration with other institutional personnel shall participate in the design of courses offered through a distance education program.**

The faculty who are designing the courses in the proposed program already are full-time or part-time faculty at the university. Any courses yet to be designed for an online learning experience will utilize the help of instructional designers to maximize their quality.

**(b) Role and Mission**

**(i) A distance education program shall be consistent with the institution's mission.**

Refer to section A.1 in the main body of the proposal.

**(ii) Review and approval processes shall ensure the appropriateness of the technology being used to meet a program's objectives.**

The Carey Business School will utilize Blackboard, a learning management system that has met the test of the market for online course materials. In addition, various technologies will be utilized in facilitating asynchronous and synchronous teaching and learning. The university has a Faculty Advisory Committee on Digital Education charged with guiding the choice of appropriate technologies. This committee is governed by the JHU Provost's office.

**(c) Faculty Support**

- (i) An institution shall provide for training for faculty who teach with the use of technology in a distance education format, including training in the learning management system and the pedagogy of distance education.**

Faculty development initiatives including online teaching training and collaboration with instructional designers have been provided to faculty. The Carey Business School offers online courses in the Flexible MBA program, part-time Master of Science in Finance program, part-time Master of Science in Health Care Management program, and a Post-Baccalaureate Certificate in the Business of Health Care. The policies and processes governing the implementation of these programs will be transferred to the online option of the MSM program especially for the shared business foundation courses.

- (ii) Principles of best practice for teaching in a distance education format shall be developed and maintained by the faculty.**

The Carey Business School will work to ensure that faculty are aware of best practices in online pedagogy. The instructional design staff within Teaching & Learning@Carey produce workshops for the faculty of the Carey Business School as a whole and work specifically with individual faculty to assure best practices in teaching in all environments. At the university level, the Faculty Advisory Committee on Digital Education led by the Provost's office will have a role in this ensuring best practices as well as assuring appropriate technology as mentioned earlier.

- (iii) An institution shall provide faculty support services specifically related to teaching through a distance education format.**

The Carey Business School designated the 2013-14 academic year as the Year of Instruction, during which online teaching was a primary focus. Moving forward, the school is committed to the continual offering of online teaching and development programs to the faculty. Some of the teaching development initiatives that the school will implement include, faculty events with expert guest speakers, faculty mentoring from faculty who have previously taught online courses, sponsored development faculty conferences and seminars, software workshops and training, and collaborations with instructional designers and instructions technologists.

- (d) An institution shall ensure that appropriate learning resources are available to students including appropriate and adequate library services and resources.**

The students will have online access to the Milton S. Eisenhower Library on the Homewood campus, which is ranked as one of the nation's foremost facilities for research and scholarship. Its collection of more than three million bound volumes, several million microfilms, and more than 13,000 journal subscriptions has been assembled to support the academic efforts of the University. The interlibrary loan department makes the research

collection of the nation available to faculty and students. The library also provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians help students electronically and the library maintains an extensive web site to take visitors through all of its services and materials.

**(e) Students and Student Services**

- (i) A distance education program shall provide students with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.**

All such information will be provided to students as part of the marketing for and description of the program. While much of the activity will be asynchronous, all of the courses are expected to include interaction by discussion board, interaction by faculty evaluation of student work in various forms, and some live sessions during the class. The learning management systems will be identified for students and the hardware requirements will be clarified, as will academic support services (see below), financial aid resources, and costs and payment policies.

- (ii) Enrolled students shall have reasonable and adequate access to the range of student services to support their distance education activities.**

**Academic Advising.** Students are assigned an advisor at the Carey Business School when accepted. Students work individually with the advisor to develop a course of study that meets the requirements of the program and the career goals of the student. There is regular communication between the advisor and the students to check on progress and answer questions. Courses that deviate from the program plan and have not been approved by an adviser may not count toward degree requirements. A degree audit tool is provided so students verify their selections match degree requirements.

**Library Services.** Students have online access to the Milton S. Eisenhower Library on the Homewood campus, ranked as one of the nation's foremost facilities for research and scholarship. The interlibrary loan department allows students access to resources at any other university in the nation. The library also provides easy access to a wide selection of electronic information resources, including the library's online catalog, and numerous electronic abstracting and indexing tools. Many of the databases are accessible remotely. Librarians are available to assist students remotely and the library maintains an extensive web site to take visitors through all its services and materials.

**Services with Students with Disabilities.** The Johns Hopkins University is committed to making all academic programs, support services, and facilities accessible to qualified individuals. Students with disabilities who require reasonable accommodations can contact the Assistant Director of Student Activities in the Carey Business School.

**Johns Hopkins Student Assistance Program.** The Johns Hopkins Student Assistance Program (JHSAP) is a professional counseling service that can assist students with managing problems of daily living. Stress, personal problems, family conflict, and life challenges can affect the academic progress of students. JHSAP focuses on problem solving through short-term counseling. Accessing the service is a simple matter of a phone call to arrange an appointment with a counselor. Online students may call a phone number for consultation and will be directed to the appropriate resource or office. JHSAP services are completely confidential. The program operates under State and Federal confidentiality legislation and is HIPAA compliant.

**Transcript Access.** Official transcripts will be mailed upon written request of the student at no charge.

**Student ID JCard.** The JCard serves as the student's University identification card. This card is mailed to the home address of every registered student. The JCard acts as the university library card, which enables students to check out books from the Homewood Eisenhower Library or at any of the campus center libraries, and provides access to many computer laboratories.

- (ii) **Accepted students shall have the background, knowledge, and technical skills needed to undertake a distance education program.**

The learning management system used by the Carey Business School is user friendly. Students who enroll in the online option of the Master of Science in Marketing program will have demonstrated the technical skills necessary to succeed in a distance education program. Admissions materials emphasize the self-discipline required to succeed in a program that does not have formal class meeting times but requires the student to work at his or her own pace.

- (iii) **Advertising, recruiting, and admissions materials shall clearly and accurately represent the program and the services available.**

In the Carey Business School, the marketing staff work directly with academic program managers and the faculty academic program directors to understand the courses and programs of study in order to develop informative and accurate marketing materials.

**(f) Commitment to Support**

- (i) **Policies for faculty evaluation shall include appropriate consideration of teaching and scholarly activities related to distance education programs.**

The Carey Business School treats teaching an online course the same as teaching a course face-to-face. Distance education programs are considered an essential part of the scholarly activities for faculty at the school. At the Carey Business School, each course has the option to conduct a mid-term course evaluation. The mid-term evaluation is anonymous but the results are shared with the faculty prior to the end of the course for the purposes of correction as necessary. If there is a need for correction, the instructional design staff in Teaching & Learning@Carey and other faculty can be

brought to interact with the faculty. For online courses, the interaction would be to review discussion board interaction, to attend a live session that is being held, and then to review the application of the grading rubric. In addition, an end of course evaluation is also conducted. The results are reviewed by the Director of Teaching & Learning@Carey as well as by the Vice Dean for Education and the Vice Dean for Faculty and Research. The results are used to improve the course offerings in the future and to determine whether part-time faculty are to be rehired and how to target interventions for full-time faculty.

- (ii) **An institution shall demonstrate a commitment to ongoing support, both financial and technical, and to continuation of a program for a period sufficient to enable students to complete a degree or certificate.**

Please see sections J and K of the proposal.

**(g) Evaluation and Assessment**

- (i) **An institution shall evaluate a distance education program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.**

Each course will be subject to a course evaluation and the grade distribution will be assessed. The Carey Business School will also keep a record of the number of students who complete the program and those who do not. For those who withdraw, the courses they have and have not taken toward the completion of the certificate will be tracked. The evaluation will also include an assessment of faculty and student satisfaction via exit interviews for the students and regular meetings for the faculty to understand what is working well and what improvements might be necessary.

- (ii) **An institution shall demonstrate an evidence-based approach to best online teaching practices.**

The Carey Business School has multiple rubrics to choose from for evaluating the quality of online courses including: the Quality Matters and Sloan-C rubrics. At the university level, the Faculty Advisory Committee on Digital Education provides additional insight on these issues.

- (iii) **An institution shall provide for assessment and documentation of student achievement of learning outcomes in a distance education program.**

Learning objectives are consistent with those of the face-to-face Master of Science in Marketing program (see section B.2 of the main proposal). The evaluations that will be used can include participation in online discussion boards, presentations, papers, and multiple choice questions, among other means. Each of these can be used to judge whether students have met the learning objectives and planned learning outcomes for the course. The learning management system makes it possible to save and document the results over time

**Appendix D  
Finance Information**

<b>TABLE 1: RESOURCES:</b>					
<b>Resource Categories</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
1. Reallocated Funds					
2. Tuition/Fee Revenue (c + g below)	\$ 630,982	\$1,692,013	\$2,864,956	\$3,729,618	\$4,159,009
a. Number of F/T Students	5	10	10	10	10
b. Annual Tuition/Fee Rate	\$53,931	\$55,549	\$57,215	\$58,932	\$60,700
c. Total F/T Revenue (a x b)	\$269,654	\$ 555,487	\$ 572,152	\$ 589,316	\$ 606,996
d. Number of P/T Students	36	122	211	270	297
e. Credit Hour Rate	\$1,075	\$1,097	\$1,119	\$1,141	\$1,164
f. Annual Credit Hours	14	14	14	14	14
g. Total P/T Revenue (d x e x f)	\$361,327.87	\$1,136,526.08	\$2,292,804.30	\$3,140,302.03	\$3,552,013.26
3. Grants, Contracts & Other External Sources					
4. Other Sources					
<b>TOTAL (Add 1 – 4)</b>	<b>\$630,982</b>	<b>\$1,692,013</b>	<b>\$2,864,956</b>	<b>\$3,729,618</b>	<b>\$4,159,009</b>

**Resources narrative**

1. Reallocated Funds. No funds will be reallocated from existing campus resources.
2. Tuition/Fee Revenue. Tuition revenue is the product of the incremental number of P/T students, the credit hour rate, and the total annual credit hours. In addition, each new student is charged a \$500 matriculation fee upon entering the program. For AY 2017, the rate per credit hour is \$1,290. An average of 15% discount is granted through student aid, yielding \$1,097. It is anticipated that this rate will increase by 2% per year through 2021. The average student completes 14 credit hours (7 courses) per year.
3. Grants and Contracts. There are no grants or contracts that will provide resources for this program.
4. Other sources: The program does not expect any funding from other sources.

<b>TABLE 2: EXPENDITURES:</b>					
<b>Expenditure Categories</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>
1. Faculty (b + c below)	\$203,680	\$647,059	\$1,264,760	\$1,743,111	\$1,972,914
a. # Sections offered	6.1	22.2	45.4	61.3	68.0
b. Total Salary	\$152,000	\$482,880	\$943,851	\$1,300,829	\$1,472,324
c. Total Benefits	\$51,680	\$164,179	\$320,909	\$442,282	\$500,590
2. Admin. Staff (b + c below)	\$43,550	\$66,632	\$90,619	\$115,539	\$141,420
a. # FTE	0.5	0.75	1	1.25	1.5
b. Total Salary	\$32,500	\$49,725	\$67,626	\$86,223	\$105,537
c. Total Benefits	\$11,050	\$16,907	\$22,993	\$29,316	\$35,883
3. Support Staff (b+c below)	\$30,263	\$51,446	\$69,967	\$89,208	\$109,190
a. # FTE	0.5	0.75	1	1.25	1.5
b. Total Salary	\$22,500	\$38,250	\$52,020	\$66,326	\$81,182
c. Total Benefits	\$7,763	\$13,196	\$17,947	\$22,882	\$28,008
4. Equipment	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
5. Library	\$52,622	\$176,296	\$308,951	\$418,909	\$460,800
6. New or Renovated Space					
7. Other Expenses	\$299,900	\$335,950	\$381,700	\$437,400	\$480,300
<b>TOTAL (Add 1 – 7)</b>	<b>\$640,015</b>	<b>\$1,287,383</b>	<b>\$2,125,997</b>	<b>\$2,814,166</b>	<b>\$3,174,624</b>

#### **Expenses narrative**

1. Faculty. The number of incremental sections is computed from the incremental student body, with each student taking 7 sections per year. The Carey School's average class size of 30 is used to determine the number of incremental sections that will be required. Faculty cost per section is computed based on the % of faculty salary attributed to teaching multiplied by total faculty base salaries and then divided by the total number of sections to be taught. This number increases by 2% per year. Benefits are added to the salary cost using the Johns Hopkins standard multiplier of 34%
2. Administrative Staff. This includes salaries for administrative staff members, including academic advisors, career advisors and instructional designers, increasing by 2% per year.
3. Support Staff. This includes salaries for Help desk, technical staff, and administrative support staff members, increasing 2% per year.
4. Equipment. Because these incremental courses are online, the school will incur costs related to hosting and managing the courses in an online setting.
5. Library. The school pays for library services at an average rate of \$1,500 per student. This rate is expected to remain constant over this planning horizon.
6. New or Renovated Space. No new or renovated space will be needed.
7. Other Expenses. The school will expend money to build and refine online courses for the Master of Science in Marketing program over the entire planning horizon. Other expenses also include costs associated with marketing the new online option of the Master of Science in Marketing.