Substantive Change Cover Sheet

1. Complete and submit a Substantive Change Cover Sheet with every substantive change submission.
2. Submit substantive changes as separate submissions except as permitted by policy.
3. Multiple changes in one submission, except as allowed by policy, will be returned.
4. An invoice will be issued, if required, when action is taken; no need to send payment until invoiced.

INSTITUTIONAL INFORMATION

INSTITUTION NAME (NO ABBREVIATIONS)

University of Tennessee, Knoxville

MAIN CAMPUS CITY + STATE (OR NON-U.S. COUNTRY)
Knoxville, TN

OFFICE USE

IS THE INSTITUTION CURRENTLY ON REIMBURSEMENT FOR TITLE IV FEDERAL FUNDING?
○ Yes | ◉ No ▶ If "Yes" see policy for approval process requirements.

SUBSTANTIVE CHANGE RESTRICTION

1. Is the institution currently on Warning, Probation, or Probation for Good Cause?	○ Yes	◉ No
2. Was the institution placed on Warning, Probation, or Probation for Good Cause on or after September 3, 2020, and subsequently removed from sanction?	○ Yes	◉ No
3. Is the institution currently under provisional certification for participation in federal financial aid programs?	○ Yes	◉ No

If ANY are "Yes" the institution is on **SUBSTANTIVE CHANGE RESTRICTION.** Refer to the *Substantive Change Policy and Procedures* for differential requirements and conditions. ◀◀

SUBMISSION INFORMATION

SUBSTANTIVE CHANGE TYPE (ONLY USE DESCRIPTIONS DEFINED IN POLICY)

New Program - MS in Marketing

SUBMISSION DATE: 09/10/2021

IMPLEMENTATION DATE: 07/01/2022

SUBSTANTIVE CHANGE DESCRIPTION
Adding new graduate degree program to Marketing concentrations in BSBA and PhD in Business Administration programs

OFF-CAMPUS INSTRUCTIONAL SITES /ADDITIONAL LOCATIONS RELATED TO THIS SUBMISSION

	Site Name	Address	City	State	ZIP Code	Country
1.	N/A					
2.						
3.						
4.						
5.						

PROGRAMS RELATED TO THIS SUBMISSION

	Program Name (to include discipline)	Credential (Diploma, Bachelor of Arts, etc.)	Instructional Level (undergrad/grad)
1.	BSBA (Marketing concentration)	Bachelor of Science in Business Admin.	Undergraduate
2.	PhD in Bus Admin (Marketing conc.)	Doctor of Philosophy	Graduate
3.	MBA (various concentrations)	Master of Business Administration	Graduate
4.			
5.			

SUBMITTED

I certify the information on this form is correct and accurately represents the current status of the institution at the time of submission.

LIAISON or CEO NAME	EMAIL ADDRESS
Heather Hartman	hhartman@utk.edu

Suggest electronically signing with Adobe Acrobat when complete and before submitting (optional).

THE UNIVERSITY OF TENNESSEE KNOXVILLE

September 10, 2021

Dr. Belle S. Wheelan
President
SACS Commission on Colleges
1866 Southern Lane
Decatur, GA 30033

Re: New Master of Science in Marketing

Dear Belle,

The University of Tennessee, Knoxville's (UTK) faculty in the Haslam College of Business plan to offer a 32-credit hour, hybrid Master of Science in Marketing degree program to complement its current portfolio of graduate offerings. The program will be offered beginning fall 2022, and students will begin foundational coursework in the second session of summer, July 1, 2022.

This program is designed, primarily, to serve undergraduate business students interested in enhancing their marketing skillset and, by extension, career prospects within the marketing field. The proposed Master of Science in Marketing program is designed to reach as many students in the State of Tennessee as possible and, consequently, will offer face-to-face as well as remote learning enrollment options. Beyond cutting-edge coursework, the program will leverage industry partnerships, in a multitude of ways, to bring practice into the classroom and ensure students are "job ready" upon graduation from the program.

The Haslam College of Business (HCOB) currently offers a Bachelor of Science degree in Business Administration, a marketing major, as well as a PhD in Business Administration with a marketing concentration. This new program will feature more than 50% new coursework. Current faculty and two additional tenure-track faculty members will serve the new program, with two additional non-tenure track faculty to be hired to ensure adequate capacity for all programs offered by the Department of Marketing. Learning resources are more than sufficient to support students in the program, and the institution currently has sufficient facilities and library and learning resources to serve students in the new hybrid program. Additionally, on February 12, 1998, the institution was approved to offer programs via distance learning.

As noted in the prospectus, paperwork has been submitted to the Tennessee Higher Education Commission (THEC) for approval of this program. The Letter of Notification (LON) and the New Academic Program Proposal (NAPP) are included and referenced in a cross-walk for the required SACSCOC information. We will forward the THEC approval when received.

If you have questions, please contact me at 865-803-1817 or via email hhartman@utk.edu.

Warm regards,



Heather Hartman
SACSCOC Liaison

Enclosure

cc: Donde Plowman, Chancellor
John Zomchick, Provost and Senior Vice Chancellor
R.J. Hinde, Vice Provost for Academic Affairs
Bruce Behn, Associate Dean for Graduate & Executive Education, HCOB

SACSCOC
Prospectus for

Master of Science in Marketing

University of Tennessee, Knoxville

Contact Person:

Dr. Heather Hartman, SACSCOC Liaison
613 Andy Holt Tower
University of Tennessee Campus, 37966-0530
Phone number: 865-803-1817
Email: hhartman@utk.edu

Department Contact Person:

Dr. Alex Zablah, Department Head of Marketing
916 Volunteer Boulevard
University of Tennessee Campus, 37966-0530
Phone number: 865-974-0530
Email: azablah@utk.edu

Date of Submission: 9/10/2021

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1. COMMON CONTENT A – BACKGROUND AND CONTEXT

A1. Substantive Change Cover Sheet

A2. Transmittal Letter

A3. List of Degrees Institution is Authorized to Grant

The University of Tennessee, Knoxville is authorized to offer undergraduate, masters, and doctoral degrees. The Haslam College of Business currently offers a Bachelor of Science in Business Administration and the following eight advanced degrees:

- Doctor of Philosophy degree with a major in business administration with concentrations in accounting, finance, marketing, organizations and strategy, statistics, and supply chain management.
- Doctor of Philosophy degree with a major in economics.
- Doctor of Philosophy degree with a major in management science.
- Master of Arts degree with a major in economics.
- Master of Science degree with majors in business analytics, human resource management, supply chain management and statistics.
- Master of Accountancy degree.
- Master of Business Administration degree with concentrations in business analytics, entrepreneurship and innovation, consulting, and finance.

A4. Abstract [See Appendix B for the New Academic Program Proposal (NAPP)]

a1) Brief description of proposed change ..... NAPP, page 6-8

a2) Date of implementation ..... NAPP, pg. 1

b) Projected number of students ..... NAPP, pg. 39

c) Projected life of the program .....Ongoing

d) Primary target audience ..... NAPP, pg. 7

e) Describe the strengths of institution ..... NAPP, pgs. 11-13

A5. Describe how the need for the change was determined and how the change was approved by the institution.

a) How was need for change determined: ..... NAPP, pgs. 15-21

b) Legal authority for change.....Letter of Approval from THEC (in process)

A6. Describe how the change is consistent with the mission and goals of the institution.

..... NAPP, pgs. 8-13

A7. Provide documentation of faculty involvement in the planning and approval of the change.

Department of Marketing faculty were involved at the outset in planning this program. A departmental faculty work group was established to identify new program opportunities at the graduate level. The insights uncovered by the workgroup were used to inform a broader departmental discussion about whether to establish such a program, key program attributes (e.g., content and target market), and how to structure the program. Those discussions eventually led to a vote on whether to launch the new program, with the Department of Marketing faculty unanimously approving of the program on Friday, March 5, 2021. On Wednesday, May 5, 2021, the Haslam College of Business faculty approved this program. The courses and program will be presented to the institution's Graduate Council curriculum committee for discussion and approval on September 23, 2021.

A8. Provide evidence of legal authority for the change if approval is required by the governing board or the state.

The THEC approvals are in process. The UTK approvals are in process (at Graduate School for approval). Program and fee proposals require UTK board approval (will work to secure in fall 2021, but may not be completed until spring 2022). Will forward. The program is expected to be presented for approval at the February 25, 2022 meeting of the UT Board of Trustees.

DESCRIPTION OF THE PROGRAM

2. Provide the curriculum for the program. ..... NAPP, pgs. 31-33

3. Provide a projected schedule of course offerings for the program.

Summer 2022	Fall 2022	Winter 2022	Spring 2023
MARK 503: Marketing Strategy	MARK 534: Data Visualization & Storytelling	MARK 598: Special Topics in Marketing	MARK 542: Marketing Innovations
MARK 504: Contemporary Consumer Behavior	MARK 536: Qualitative Marketing Insights	MARK 599: Career Planning & Professional Development	MARK 543: Professional Selling for Marketers
	MARK 538: Quantitative Marketing Insights		MARK 544: Insights-Driven Innovation
	MARK 541: Managing Digital Marketing Campaigns		MARK 550: Client-Based Consulting Project

4. Provide program-specific goals (objectives) and specific student learning outcomes for the program.

Program-specific Goals

As designed, the Master of Science in Marketing program objectives are to help students develop competency across four critical areas, including:

- Data-driven, marketing strategy formulation.
- Quantitative and qualitative marketing research methods.
- Digital and social marketing channels.
- Internal and external communication and relationship building.

Student Learning Outcomes ..... NAPP, pg. 30

5. Describe how the student learning outcomes for the program will be assessed.

The required annual program assessment of the student learning outcomes will be performed by program faculty, and the results will be discussed with faculty in the college to determine actions taken to improve student learning. The program assessment report is reviewed by additional faculty members and members of the administration as part of the institution's established meta-assessment process. Results of the meta-assessment process are shared with the associate dean and dean of the Haslam College of Business, then with the Vice Provost for Academic Affairs.

6. Provide course descriptions for all courses in the proposed program......

..... NAPP, pgs. 32-33

7. Describe admissions and graduation requirements for the program. .....
..... NAPP, pgs. 37-38

8. Demonstrate compliance with Standard 10.7 (policies for awarding credit) of the Principles of Accreditation.

The degree program will have 32 credit hours supplied by ten 3-credit and two 1-credit courses, spread over four terms. Each class will provide at least 700 lecture hours of instruction per credit hour, in accord with the institution's credit hour definition. The program and courses were proposed by the faculty in the Haslam College of Business and approved by the college. They are currently proposed to the institution's Graduate Council's curriculum committee.

9. Describe administrative oversight to ensure the quality of the program.

The degree program was developed in cooperation with faculty in the Haslam College of Business, was approved by the College's graduate council. The courses and program will be presented to the institution's Graduate Council curriculum committee for discussion and approval on September 23, 2021.

The required annual program assessment of student learning outcomes will involve additional faculty members in the college, as well as review by additional faculty and members of the administration as part of the institution's established meta-assessment process. Results of the meta-assessment process are shared with the associate dean and dean of the Haslam College of Business, then with the Vice Provost for Academic Affairs.

10. For a program offered in compressed time frames, describe the methodology for determining that levels of knowledge and competencies comparable to those required in the traditional formats have been achieved.

N/A

11. COMMON CONTENT B - FACULTY QUALIFICATIONS

B1. Provide a completed Faculty Roster Form for faculty members scheduled to teach in the new program, site, or method of delivery.

See Faculty Roster Form (Appendix A)

B2. For a new program, demonstrate the institution has at least one faculty member qualified in the discipline to develop the curriculum and or teach in the program

Twelve faculty members who will teach in the MS in Marketing degree program hold a Ph.D. in Marketing. See Faculty Roster Form (Appendix A).

B3. Provide narrative with supporting evidence that the number of full-time faculty members will be adequate to support the initiative and describe the impact on faculty workload of the new program, new site, or distance delivery…. NAPP, pg. 41-42

12. COMMON CONTENT C – RESOURCES

Library and Learning Resources

1. **List and describe discipline-specific learning resources to support a new program. Do not list all library resources, include only those related to the proposed change.** If electronic databases are listed, describe the discipline-specific suites of resources rather than the name only of the database or the consortium through which it is accessed (Such as Galileo, Louis, TexShare, Viva, etc.)

The institution offers students a broad collection of library resources that support learning and course activities. Discipline-specific resources can be accessed online (with appropriate student login credentials) and are curated and continuously updated by a business librarian. This curated set of materials can be found in the "Marketing & Library Guide," which can be accessed here: https://libguides.utk.edu/business-marketing. This guide identifies freely available resources made available by UTK to students and covers a variety of areas of study

and types of resources. Regarding topical areas, resources provided cover important marketing topics such as:

- Business statistics relevant to marketing decision making
- Market research & surveys
- Brands & market share
- Market analysis
- Consumer demographics & expenditures
- Consumer attitudes & opinion
- Advertising and marketing expenditures
- Advertising images

In terms of types of resources, a variety are made available to students. Popular press materials are common and serve to keep students abreast of current developments in marketing practice. In addition, the library provides access to top academic publications in the field, which is often helpful in developing a state-of-the-art understanding on marketing phenomena. Moreover, the library offers access to secondary data sources (e.g., Ad$pender) that provide students with first-hand experience on how to leverage secondary data sources to craft and implement marketing strategies. Lastly, the curated materials include various directories of organizations that engage in marketing and advertising activities, thus enabling students to identify key market players in a variety of sectors.

2. Document discipline-specific refereed journals and primary source materials. This is particularly important for graduate programs and especially important for doctoral programs.

Beyond the more applied, industry-specific resources noted in the preceding section, the UT Libraries also offers students access to a wide variety of discipline-specific refereed journals, particularly through the Business Source Complete database. Through this database, students can access the most prestigious/cutting-edge journals in the marketing field, including generalist journals (e.g., Journal of Marketing, Journal of Marketing Research and Journal of Consumer Research), as well as journals focused on specific subsets of marketing practice, such as retailing (e.g., Journal of Retailing), business-to-business marketing (e.g., Industrial Marketing Management), services marketing (e.g., Journal of Service Research), professional selling (e.g., Journal of Personal Selling and Sales Management), new product development and innovation (e.g., Journal of Product Innovation Management), public policy in marketing (e.g., Journal of Public Policy and Marketing), digital marketing (e.g., Journal of Interactive Marketing), and more. As such, students have access to the latest academic thinking on a variety of topics relevant to their program of study and useful for completing program assignments.

3. Describe how students enrolled in a new program, at an off-campus instructional site, or in a distance education program can access discipline-specific library and learning resources.

All the library resources identified in the two previous responses are made available to students electronically with a valid UTK username and password. Hence, whether students are enrolled in the program face-to-face or are distance students, access to these valuable, discipline-specific resources is identical. Moreover, the same applies to any specialized software students may need while in the program. Specifically, statistical packages (e.g., SPSS) students may utilize while pursuing their degree are made available, electronically, to all students via the university's software download site (https://webapps.utk.edu/oit/softwaredistribution/). No software will be used in the classroom that is not made available by the university to all students (independent of study modality) or which all students can access electronically by virtue of it being open source (e.g., the statistical package R).

4. **Describe how students are made aware of library and learning resources available to them, how they can learn how to access the resources and are instructed in the use of online resources, as well as on-site library resources.**

Students are made aware of library and learning resources (and how to access them) in a variety of ways. First, students can learn about critical resources through curated, and constantly updated discipline-specific library guides made available to students via the UTK library website (e.g., https://libguides.utk.edu/business-marketing). In addition, students who require help identifying appropriate library and learning resources can rely on UTK's specialized business librarian, a PhD-level resource that can offer invaluable insight regarding marketing resources available at the university to support student learning. Finally, faculty often provided students with guidance regarding the existence of resources relevant for class projects and assignments (and marketing practice) and how to access and use those resources. As part of coursework, such information is commonly posted in the Canvas site of respective courses and discussed in class (where hands-on training on the use of such resources is often provided).

5. **Describe resources to support students in access to and use of library and learning/information resources.**

As described above, students are provided with access to library guides and a specialized business school librarian that can guide students on accessing library materials and information sources. These resources are commonly introduced to students through classes (by faculty) where students are asked to leverage a variety of information sources in support of learning objectives.

STUDENT SUPPORT SERVICES

Describe specific programs, services, and activities which will support students enrolled in the new program and / or enrolled at a new off-campus site /additional location and / or enrolled in distance education programs. Do not list student support services which are not relevant to the specific change. ..... NAPP, pgs. 42-44

Academic and student support activities, programs, and services at UT Knoxville are offered in both a centralized and decentralized format. Decentralized support varies and is provided at the college, department, and program level. Centralized support is provided by a variety of offices including the Division of Enrollment Management, Division of Student Life, Division of Diversity & Engagement, Athletics, the Office of Research & Engagement, and the Office of the Provost.

Academic Advising

UT Knoxville provides academic advising services that assist students in navigating the educational and professional questions that arise during the course of their studies. Academic advising services for students in this program will be provided by professional advisors in the Haslam College of Business Graduate and Professional Programs office. The program director (a faculty member) will also advise students in an informal capacity.

Graduate and Professional Student Professional Development

Graduate and Professional Student Professional Development (GPSPD) is a cross-campus initiative to empower students to pursue their own career pathway, help students develop a flexible view of career options, assist in the building of mentoring networks, advocate for graduate professional development among the campus community, and provide access to tools and training to strengthen skills in teaching, research, and career.

Career Services

The Center for Career Development and Academic Exploration educates, and empowers students to achieve career success. Key functions include career counseling and coaching; assessments and credit-bearing courses; career information accessible in-person, virtually, and through career management systems; identity-specific career development initiatives; experiential learning opportunities such as shadowing, internships, and company visits; employer development and recruitment services focused on networking events, on-campus interviewing, and job fairs; graduate and professional school planning. Education is provided one-on-one; through workshops, programs, meetings, and provided directly to students and through the training staff and faculty partners. Current graduate students are served.

Student Disability Services

The University of Tennessee, Knoxville is committed to providing educational opportunities for all students and assisting them in making their college experience fully accessible and positive. In compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, as amended in 2008, Student Disability Services (SDS) seeks to establish an inclusive environment where every aspect of the university experience is readily accessible for all students without barriers or bias.

Information Technology

The Office of Information Technology (OIT) is the primary provider of computing resources and IT support for the University of Tennessee, Knoxville. The HelpDesk is the central point

of contact for technology resources managed by OIT. There are multiple ways to get help assistance from the OIT HelpDesk, including phone, in-person, chat, online contact form, and the online knowledge base.

Students may obtain computer support in the Hodges Library at no additional cost, as it is funded by the Student Technology Fee. Students can bring their computer to us and receive assistance with various computer-related services, including installing software, troubleshooting network problems, reloading the operating system, removing viruses and spyware, and more. In addition to providing in-person support, our team also assists students remotely over the phone. Between July 2019 and June 2020, Student Computer Support resolved 5,169 requests from students.

OIT offers workshops throughout the semester on a variety of software packages, including Microsoft Office products, Adobe Creative Suite, and web design. Students who attend the workshops improve their technology skills and receive assistance with the technology required within their academic classes. In addition to workshops, students can request a one-on-one consultation and help with any OIT supported software.

PHYSICAL RESOURCES

1. **Describe the adequacy of physical facilities which will support the change**. NAPP, pg. 45

2. **Describe equipment which will be available for a new program or available at a new site.**

Beyond software previously noted (which is provided electronically to all students), no specialized equipment is necessary/employed as part of the program.

3. **Describe the impact that the proposed change will have on physical facilities and equipment for existing programs and services.**

All physical facilities, equipment, and services that are needed for the new program are already in place.

FINANCIAL REOURCES

1. **Describe the financial resources available to support the proposed change, including a budget for the first year of the proposed change.** .....NAPP, pg. 48-49

2. **Include in the budget resources going to institutions or organizations for contractual or support services for the proposed change.** .....N/A

3. **Include projected revenues and expenditures and cash flow for the proposed change.** ..... NAPP, pg. 50

4. Include a contingency plan in case expected revenues do not materialize.

Revenue projections for the program are highly conservative. We thus do not anticipate projections falling short of expectations. However, if that were to occur, any remedial action taken would ultimately depend on the cause of the revenue shortfall. Assuming revenue expectations do not materialize due to the program's inability to attract interest from students currently on campus (the program's primary target market), we would proceed by intensifying efforts to appeal to other market segments (e.g., professionals who are unable to pursue a residential program) that we can reach through a distance delivery modality. The program's response to other drivers of revenue shortfall would depend on the specific nature of the cause, but a pivot in program strategy (informed by the vast expertise of the Haslam College of Business Graduate and Executive Education staff), would be the most likely response unless market dynamics (and thus expected demand) for the program were to dramatically change.

13. COMMON CONTENT D - INSTITUTIONAL EVALUATION AND ASSESSMENT PROCESSES

D1. Provide a brief description of institutional assessment processes.

Consistent with SACSCOC accreditation requirements, the department faculty will prepare an annual program assessment report that details the program's student learning outcomes, assessment methods, data collection, and an analysis of results, as well as any actions taken to improve student learning based on the results of the assessment. A student assessment of learning will be performed during the capstone course (MARK 550) offered the Spring semester of each academic year.

The assessment includes the use of an evaluation instrument to gauge student learner outcomes relative to program goals. The assessment report offers details on which students are assessed, how well participants represent the entire program, what was assessed, how it was assessed, how data were analyzed, assessment results, and necessary corrective actions to ensure the program is meeting learning objectives and/or to improve the evaluation instrument itself.

Note: The proposed MS-MARK program will also be evaluated as part of the Association to Advance Collegiate Schools of Business (AACSB) programmatic accreditation process for the Haslam College of Business. The College underwent a 5-year maintenance of accreditation process for both the College and its accounting program in spring 2017, and received official notification of continued accreditation of both until 2022. The next AACSB accreditation review will be in spring 2022, at which point, details of the proposed program will be shared with AACSB evaluators. The program (and its initial outcomes) will be formally reviewed as part of the AACSB college maintenance of accreditation process in the spring 2027 accreditation review.

D2. Describe how the institution will incorporate the proposed change into the institution-wide assessment infrastructure and processes.

The program faculty will enter the Student Learning Outcomes into the Anthology Planning module, the software used to collate assessment information. Learning outcomes will be assessed using at least one direct measure each year. Data will be reviewed, and program content or pedagogical techniques altered as needed to ensure desirable outcomes are being achieved.

APPENDIX A: FACULTY ROSTER FORM

Qualifications of Full-Time and Part-Time Faculty

Name of Institution: University of Tennessee, Knoxville

Name of Primary Department, Academic Program, or Discipline: MS in Marketing

Academic Term(s) Included: Summer 2022, Fall 2022, Winter 2022 & Spring 2023 **Date Form Completed:** August 20, 2021

1 **NAME (F, P)**	2 **COURSES TAUGHT Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)**	3 **ACADEMIC DEGREES& COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed**	4 **OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught**
Abell, Annika (F)	Fall 2022: MARK 541: Managing Digital Marketing Campaigns, 3 hours (G)	• PhD in Marketing, Univ. of South Florida • MBA, Valdosta State Univ.	
Armbrister, Eddie (F)	Winter 2022: MARK 599: Career Planning & Professional Development, 1 hour (G)	• JD in Entrepreneurial Law, Univ. of Tennessee • MBA, Marketing and New Venture Management, Univ. of Tennessee	Professor Armbrister has nearly 40 years of industry experience establishing and operating a variety of ventures, with responsibility for developing talent and running marketing operations. He currently teaches the capstone marketing strategy course in the undergraduate marketing program.
Bharadwaj, Neeraj (F)	Summer 2022: MARK 503: Marketing Strategy, 3 hours (G)	• PhD in Marketing, Univ. of Wisconsin • MBA, Marketing & International Business, Univ. of Wisconsin	

1 **NAME (F, P)**	2 **COURSES TAUGHT** **Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)**	3 **ACADEMIC DEGREES& COURSEWORK** **Relevant to Courses Taught, Including Institution & Major** **List specific graduate coursework, if needed**	4 **OTHER QUALIFICATIONS & COMMENTS** **Related to Courses Taught**
Collins, Mark (F)	Spring 2023: MARK 543: Professional Selling for Marketers, 3 hours (G)	• PhD in Organizations and Strategy, Univ. of Tennessee • MBA in Finance and Marketing, Middle Tennessee State Univ.	
Flint, Daniel (F)	Fall 2022: MARK 536: Qualitative Marketing Insights, 3 hours (G)	• PhD in Marketing/Logistics, Univ. of Tennessee • M.S. in Administration, Central Michigan Univ.	
Hasford, Jonathan (F)	Fall 2022: MARK 538: Quantitative Marketing Insights, 3 hours (G)	• PhD in Marketing, Univ. of Kentucky • MBA in Marketing, Univ. of Kentucky	
Hewett, Kelly (F)	Spring 2023: MARK 550: Client-Based Consulting Project, 3 hours (G)	• PhD in Marketing and International Business, Univ. of South Carolina • MBA in Marketing & International Business, Univ. of South Florida	
Micheletto, Melinda (F)	Summer 2022: MARK 504: Contemporary Consumer Behavior, 3 hours (G)	• PhD in Marketing, Univ. of Tennessee • MBA, Ball State Univ.	
Moon, Mark (F)	Winter 2022: MARK 598: Special Topics in Marketing, 1 hour (G)	• PhD in Marketing, Univ. of North Carolina • MBA in Marketing, Univ. of Michigan	
Noble, Charles (F)	Spring 2023: MARK 544: Insights-Driven Innovation, 3 hours (G)	• PhD in Marketing, Arizona State Univ. • MBA in Marketing & International Business, Babson College	

1 **NAME (F, P)**	2 **COURSES TAUGHT** **Including Term, Course Number & Title, Credit Hours (D, UN, UT, G)**	3 **ACADEMIC DEGREES& COURSEWORK** **Relevant to Courses Taught, Including Institution & Major** **List specific graduate coursework, if needed**	4 **OTHER QUALIFICATIONS & COMMENTS** **Related to Courses Taught**
Noble, Stephanie (F)	Summer 2022: MARK 504: Contemporary Consumer Behavior, 3 hours (G)	• PhD in Marketing, Univ. of Massachusetts	
Ruzeviciute, Ruta (F)	Spring 2023: MARK 542: Marketing Innovations, 3 hours (G)	• PhD in Marketing, Vienna Univ. of Economics and Business • Master of Science in Marketing, Univ. of London	
Xiao, Yazhen (F)	Spring 2023: MARK 544: Insights-Driven Innovation, 3 hours (G)	• PhD in Marketing, Univ. of Illinois • MBA in Marketing, Strategy & Operations, Vanderbilt Univ.	
Zablah, Alex (F)	Fall 2022: MARK 534: Data Visualization & Storytelling, 3 hours (G)	• Ph.D. in Marketing, Georgia State Univ. • MBA in Marketing, Louisiana State Univ.	

F, P: Full-time or Part-time; D, UN, UT, G: Developmental, Undergraduate Nontransferable, Undergraduate Transferable, Graduate

APPENDIX B: NEW ACADEMIC PROGRAM PROPOSAL (NAPP)