

# 2012-2013 LONG SIGNATURE SHEET



UNC CHARLOTTE

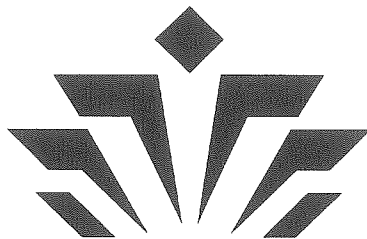
Proposal Number: MBA 3-14-13a

Proposal Title: Establishment of New Graduate Course MBAD 6276: Consumer Analytics

Originating Department: MBA Program Committee

TYPE OF PROPOSAL: UNDERGRADUATE \_\_\_\_\_ GRADUATE X UNDERGRADUATE & GRADUATE \_\_\_\_\_  
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
3-7-2013	3-7-2013	3-14-2013	Approved	<u>MBA Director</u>  Gary F. Kohut
3-14-2013	3-18-2013	3-18-2013	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u>  Steven P. Clark
			Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u>  Rob Roy McGregor
			Approved	<u>COLLEGE DEAN</u>  Steven Ott
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses)  [print name here:]
			Approved	<u>UNDERGRADUATE COURSE &amp; CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
3/25/13	4/2/13	4/5/13	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only)  Rob Roy McGregor
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



# UNC CHARLOTTE

## LONG FORM COURSE AND CURRICULUM PROPOSAL

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\*To: Graduate Council Chair

From: MBA Program Committee

Date: March 14, 2013

Re: Establishment of New Graduate Course – MBAD 6276: Consumer Analytics

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The Long Form is used for major curriculum changes. Examples of major changes can include: creation of a new major, creation of a new minor, creation of a new area of concentration, or significant changes (more than 50%) to an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

\*Proposals for undergraduate courses should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

New Graduate

Course and Curriculum Proposal from: MBA Program Committee

Title: Establishment of a New Graduate Course – MBAD 6276: Consumer Analytics

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. The Department of Marketing proposes to add a new elective course, MBAD 6276: Consumer Analytics, to the graduate curriculum at the Belk College of Business. This new course will be part of the revised MBA Marketing Concentration.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

The Belk College of Business and the University of North Carolina at Charlotte has identified big data analytics as a key strategic growth opportunity. Consumer Analytics lies at the epicenter of the big data analytics revolution. There are very few courses nationwide in Consumer Analytics. Yet, there is a great demand, reflected in regional employer requests, alumni feedback, and industry reports. Marketers operating in a competitive marketplace are able to make better market decisions if they understand how to utilize the rich consumer-driven data sources currently available.

2. Discuss prerequisites/co-requisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

The prerequisite for MBAD 6276 (Consumer Analytics) is successful completion of MBAD 6171 (Marketing Management) or permission of the director of the MBA program.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

MBAD 6276 (Consumer Analytics) is an elective intended for graduate students. The 6000 series numbering is consistent with current practices for course numbering in the graduate school and the MBA program.

The Department of Marketing, in conjunction with the MBA curriculum committee is in the process of revising the list of electives for the Marketing Concentration in the MBA program. A *tentative* list of electives to be proposed for the new Marketing Concentration is presented in Appendix A. The numbering of this course is consistent with the relative numbering of other courses in the proposed new Marketing Concentration.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

At present, the Belk College of Business and the Department of Marketing offer only two courses that focus on quantitative marketing: Marketing Research (MBAD 6172) and Pricing and Positioning Strategy (MBAD 6177). Neither of these courses focuses on the important and growing area of Consumer Analytics. There is a need for additional elective courses in quantitative marketing, given the rich unstructured data that currently is available. The addition of a Consumer Analytics course at the graduate level will allow the Department and the College to better fulfill our mission by providing students with more options and greater depth of coverage in quantitative marketing topics and applications. MBAD 6276 may help in providing more course options for students in the Marketing Concentration or for those looking for a free elective.

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

This course will be taught as a special topics course (MBAD 7090) in Fall 2013. It is expected that 15-20 students will enroll for the course.

- C. **IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

The primary students served by this course are graduate students in the Belk College of Business pursuing a Marketing Concentration in the

MBA program or seeking a free MBA elective. In addition, students pursuing a PSM in Data Science and Business Analytics will also be served by this important course

2. What effect will this proposal have on existing courses and curricula?

a. When and how often will added course(s) be taught?

It is anticipated that MBAD 6276 will be taught every year in the fall semester.

b. How will the content and/or frequency of offering of other courses be affected?

This course has been carefully constructed to complement existing graduate courses in the Belk College. The majority of the course content does not overlap with any other marketing or non-marketing courses in the MBA program. It should have no negative enrollment impact on other courses. The content of this course will complement other new offerings, without creating any significant duplication. This is an elective in the MBA program, and provides a good option for those students seeking quantitative courses in business

c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

Course enrollment is anticipated to be 25-30 per academic year.

d. How will enrollment in other courses be affected? How did you determine this?

Given an increased interest in analytics among students both within and outside the Belk College, and among businesses in the region, we do not see this course affecting the enrollment of other courses.

e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

MBAD6276 would need to be added to the Marketing Concentration electives in the graduate catalog.

### III. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.

A. PERSONNEL. Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty.

The Department of Marketing has already hired two additional faculty members to provide coverage for existing and additional courses in Consumer Analytics: Jennifer Stuart, PhD in Marketing from Columbia University; and Sungkil Moon, Cullen Endowed Scholar in Marketing. This supports the College and University analytics initiatives. Both new faculty members will join us in Fall 2013.

List by name qualified faculty members interested in teaching the course(s).  
Jared Hansen (Marketing) and Sungkil Moon (Marketing).

- B. PHYSICAL FACILITY.** Is adequate space available for this course?  
No unusual requirement is anticipated. Master classroom computer labs (rooms 801 and 802 in the CCB) will be suitable for these courses.
- C. EQUIPMENT AND SUPPLIES:** Has funding been allocated for any special equipment or supplies needed?  
No additional resources are anticipated
- D. COMPUTER.** Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources available for the course(s).  
No unusual requirement for computers is anticipated. The course will use SPSS or SAS, which are both available in the CCB and the Friday building labs and offices. Thus, currently available computing services will be adequate.
- E. AUDIO-VISUAL.** If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.  
No added resources required.
- F. OTHER RESOURCES.** Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.  
None required or anticipated
- G. SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.  
None required or anticipated

#### IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of *Consultation on Library Holdings*).

A copy of the new course proposal was sent to Nicole Spoor, the business librarian for consultation. A copy of her report is presented in Appendix B. Library holdings were considered to be adequate for this course.

- B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).  
The Business Information Systems and Operations Management (BISOM) department was consulted. A copy of the BISOM department chair's letter is presented in Appendix C.

#### **V. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL**

- A. ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

During the Fall 2012 semester, a departmental curriculum committee was convened and was tasked with redesigning or creating a new MBA Marketing Concentration. During the Fall 2012 and Spring 2013 semester, the Marketing Department Curriculum Committee and the department chair met and reviewed our current MBA concentration relative to the marketing curricula from other highly regarded MBA programs. In addition, the Committee took into account the needs of the business community, student opinions, faculty opinions and student advisor comments when revising the curriculum. In February 2013, the marketing department faculty was presented with a draft of the proposed new Marketing Concentration. After several changes were made to the proposal, the faculty voted unanimously to approve the new curriculum, including this course, on February 13, 2013.

- B. CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**

Review statement and check box once completed:

- The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.  
The MBA Program Committee reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a credit hour.

- C. ATTACHMENTS.**

1. CONSULTATION: Attach relevant documentation of consultations with other units.  
Please find relevant documentation of consultations with other units in Appendix C

2. COURSE OUTLINE/SYLLABUS: For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see Boiler Plate for Syllabi for New/Revised Graduate Courses.

Please find a course outline for MBAD 6276:Consumer Analytics, including basic topics to be covered and suggested textbooks and reference materials with dates of publication in Appendix D.

3. PROPOSED CATALOG COPY: Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or co-requisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the current catalog copy and use the Microsoft Word “track changes” feature (or use red text with “~~strikethrough~~” formatting for text to be deleted, and adding blue text with “underline” formatting for text to be added).

<b>Course prefix</b>	MBAD (Masters of Business Administration)
<b>Course number</b>	6276
<b>Course title</b>	Consumer Analytics
<b>Credit hours</b>	(3)
<b>Prerequisites</b>	MBAD 6171 (Marketing Management) or permission of the MBA director
<b>When course offered</b>	Every year in the fall semester

**MBAD 6276. Consumer Analytics. (3)** Prerequisite: MBAD 6171 or permission of the MBA director. The utilization of analytics techniques in marketing decision-making and consumer strategy. This involves the extraction of hidden insight about consumers from structured and unstructured Big Data, and the translation of that insight into a market advantage. Applications in areas such as consumer targeting, product innovation, pricing and promotion (*Fall*)

- a. For a new course or revisions to an existing course, check all the statements that apply:
  - This course will be cross listed with another course:
  - There are prerequisites for this course.
  - There are corequisites for this course.
  - This course is repeatable for credit.
  - This course will increase/decrease the number of credits hours currently offered by its program.
  - This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.



For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

*b.* If overall proposal is for a new degree program that requires approval from General Administration, please contact the [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) for consultation on catalog copy.

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Please indicate whether the proposed change will impact an existing Academic Plan of Study and require changes to CAPP. If so, provide an updated Academic Plan of Study in template format (Academic Plan of Study templates can be found online at [provost.uncc.edu/resources-and-reports](http://provost.uncc.edu/resources-and-reports)).

5. STUDENT LEARNING OUTCOMES: Please indicate what SLOs are supported by this course or courses or whether this curricular change requires a change in SLOs or assessment for the degree program.

No SLOs are supported by this course. The addition of this course does not require a change in SLOs or assessment for the degree program.

6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?  
These alternatives have been considered.

**APPENDIX A: TENTATIVE LIST OF ELECTIVES TO BE PROPOSED FOR THE NEW  
MBA “MARKETING CONCENTRATION”**

MBAD 6271	Consumer Behavior and Strategy
MBAD 6272	Marketing Analysis and Decision Making
MBAD 6273	Brand Building and New Product Strategy
MBAD 6274	Advertising and Promotion Strategy
MBAD 6275	Global Marketing Strategy
MBAD 6276	Consumer Analytics
MBAD 6277	Social Media Marketing and Analytics
MBAD 6278	Innovation Analytics
MBAD 6279	Design Thinking and Innovation
MBAD 6280	Market Change and Innovating the Future

**APPENDIX B: DOCUMENTATION OF CONSULTATIONS WITH LIBRARY**



**Consultation on Library Holdings**

**To:** Dr. Charles Bodkin  
**From:** Nicole Spoor  
**Date:** February 12, 2013  
**Subject:** Course Proposal: MBAD 6276, Consumer Analytics

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**Summary of Librarian's Evaluation of Holdings:**

**Evaluator:** Nicole Spoor, Business Librarian                      **Date:** February 12, 2013

**Please Check One:**

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

**Comments:**

After a thorough evaluation of Atkins Library resources with regards to journals, databases and circulating books that are relevant to the proposed course, MBAD 6276, Consumer Analytics, it is found that the library's resources are sufficient to support this new course.

The following table shows the print source holdings that are relevant to Consumer Analytics. After performing multiple searches of the catalog, it is found that there are adequate resources related to Consumer Analytics. Individual books not owned by the library may be requested through the library's interlibrary loan service.

		Results Less
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Catalog Searches Performed	Total Results	Than 5 Years Old
Analytics	174	60
Consumer AND Marketing	744	114
Product AND Pricing	131	19
Marketing AND Technology	428	64
Market Analysis	92	17
Target Marketing	44	14
Quantitative AND Marketing	53	10

The following is a list of selected databases that may be relevant to Consumer Analytics to which Atkins Library provides access:

Business Source Complete  
EconLit  
JSTOR  
Lexis Nexis Academic  
Mintel Oxygen  
PsycINFO  
ScienceDirect  
SimplyMap

Atkins Library also has access to several journal titles that may be relevant to Consumer Analytics. Journal articles not owned by the library may be requested through the library's interlibrary loan service.

*Consumer Behavior*  
*Consumer Marketing*  
*Marketing*  
*Marketing Intelligence & Planning*  
*Marketing Science*  
*Journal of Marketing*

Conclusion: The holdings of Atkins Library with regards to print resources, databases and journals are sufficient to support MBAD 6276: Consumer Analytics. It is suggested that the participating academic departments continue ordering new resources as they are published.

**Evaluator's Signature:** Nicole Spoor, Business Librarian, Atkins Library

**Date:** February 12, 2013

## APPENDIX C: DOCUMENTATION OF CONSULTATIONS WITH OTHER UNITS

**From:** Saydam, Gem  
**Sent:** Friday, February 22, 2013 2:11 PM  
**To:** Erevelles, Sunil  
**Cc:** Khouja, Moutaz; Subramaniam, Chandra  
**Subject:** Course proposals

Sunil,

Subsequent to Kexin's meeting with Jared regarding the course objectives and contents of MBAD 6276 Consumer Analytics, we met on Feb 22 and reviewed the revised course proposal.

BISOM Department endorses the MBAD 6276 Consumer Analytics course proposal.

Cem

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Cem Saydam, Ph.D. | Chair | Professor of Operations Management  
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Phone: 704-687-7616 | Fax: 704-687-6330  
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## APPENDIX D: COURSE OUTLINE

### MBAD 6276: Consumer Analytics

#### Course Description

Marketing Analytics is the science and art of developing and utilizing quantitative marketing decision models to plan, implement, and analyze marketing strategies and tactics. Ever-changing marketplaces and the related computing environment are making an impact on the structure and content of the marketing manager's job. Concurrently, marketing is so rapidly evolving that it is no longer based on its conceptual content alone. Even though many still see traditional marketing as an art, the new and emerging marketing increasingly looks like engineering by effectively combining art and science to solve marketing problems. Marketers need more than concepts to fully make use of various and rich data available to them.

Therefore, this course is designed to help students move from qualitative marketing to quantitative marketing. The course is primarily designed for graduate students who have already acquired basic data analysis skills. Using quantitative marketing cases and related exercises tied to SAS, students will develop marketing plans in various decision contexts. Specifically, this course will introduce a variety of quantitative models to improve marketing decision-making in such areas as market response, customer segmentation/targeting, and price/promotion. It will help students learn how to use SAS as a data analysis tool when they make strategic and tactical marketing decisions, skills that are in increasing demand in profit and non-profit organizations alike today. Therefore, it is hoped that the course can be of value to students planning careers in marketing strategy or consulting.

This is a *heavily numbers-oriented course* that covers data analyses and result interpretations. It should be understood that *data analyses* and *result interpretations* are two primary ways to understand marketing phenomena and solve marketing problems.

#### Course Objectives

The pedagogical philosophy in this course embraces the principle of *learning by doing*. Most concepts that we cover have software (SAS) implementation and a case whose solution can be enhanced through empirical analysis. Students are expected to struggle at times, attempting to apply SAS, which is the *learning by doing* process. Unlike most marketing courses that focus on conceptual materials, this course provides *quantitative skills* to translate conceptual understanding into specific operational plans. Specifically, the course objectives are to:

- help you understand how quantitative models can enhance decision-making by converting data and information to insights and decisions,
- help you learn to view marketing phenomena and processes in ways that are agreeable to quantitative modeling, and
- expose you to a number of examples of the successful use of marketing analytics.

A major requirement is that students apply marketing analytics techniques to their group project to solve typical marketing problems of their own choice. The semester-long project is intended to train students for various aspects of data analysis.

### Pre-requisite

- MBAD 6270 (Marketing Management)

### Credit Hours

- This is a 3 credit hour course.

### Course Requirements

- You should have a basic knowledge of statistics (e.g., frequency table, linear regression).
- The course is a combination of lecture and hands-on SAS operation. Therefore, you are required to bring a laptop to each class for effective learning.

### Textbook/Course References

Lilien, Gary L. and Arvind Rangaswamy (2004), *Marketing Engineering: Computer- Assisted Marketing Analysis and Planning*, Revised Second Edition, Trafford Publishing. (ISBN 141202252-5)

- The software CD that accompanies the book is NOT necessary for the course.
- Textbook Resources Website: [www.mktgeng.com](http://www.mktgeng.com)

Hair, Joseph, F. Jr., William C. Black, Barry J. Babin, and Rolph E. Anderson (2010), *Multivariate Data Analysis*, 7th Edition, Prentice Hall. (optional)

- *You are responsible for obtaining the part of Ch.4 (Multiple Regression Analysis) from the book.*
- Ch.5 (Discriminant Analysis), Ch.6 (Logistic Regression), and Ch.9 (Cluster Analysis) are relevant and useful, too.
- Its previous editions are useful and acceptable.

### Course Requirements

Task	Points
I. SAS Exercises	500
II. Team Project	500 (= Proposal Presentation 100 + Final Presentation & Report 400)

I. SAS Exercises: There will be multiple exercises throughout the semester. The exercises will be a combination of take-home and in-class exercises. These exercises will be given roughly once every two or three weeks in the first half, but less often in the second half to allow students to spend more time for their team project. In each exercise, students are expected to solve specific marketing analytics problems relevant to corresponding lectures using SAS and JMP. Here are our tentative SAS Exercise Plans:

- Ex 1: JMP Basics (50 points)
- Ex 2: Linear Regression: Restaurant Patronization (100 points)
- Ex 3: Linear Regression: Airfare (50 points)
- Ex 4: Binary and Multinomial Logit Regression (100 points)
- Ex 5: Cluster & Discriminant Analysis (100 points)
- Ex 6: Text Mining (100 points)

Using the SAS program ([www.sas.com](http://www.sas.com)) is a great way to acquire analytical skills. These exercises will be designed to familiarize you with this powerful statistical software. The instructor will provide hands-on sessions to help students learn how to use SAS primarily through the SAS Enterprise Guide (EG). The EG provides a convenient user-friendly interface to make using SAS easier. Depending on your computer type (e.g., Macintosh) and operating system (e.g., Windows XP, Vista, 7), you may need to choose other options. Notably, there is no Macintosh option for SAS 9.3.

II. Team Project The team project is a major requirement of this course. You need to make up a team, which will jointly work on it. *Each team will be composed of 3 or 4 members.* The objective of this task is to have students apply some marketing concepts and analytics techniques to the project. Your team wants to select a project of interest. While a variety of projects are acceptable, the following procedure is encouraged. Develop a project plan to address a specific marketing problem (e.g., market segmentation & targeting, promotion campaign, prospective new customer identification) for a specific brand or organization. It is your responsibility to identify a suitable brand or organization and suitable marketing problems. Importantly, you need to consider data availability for the project in selecting your research topic and determining research problems. One place to start with may be your employer. Other possibilities include contacting local companies. Some project examples include:

- a customer segmentation model for a local retailer
- designing and targeting customer service options for a phone service provider
- a promotion planning model for a small business
- a pricing model for a university resident theater company
- developing new products for an on-campus sports services unit

There are three distinct stages in this team project.

- First, you will have an opportunity to find your team members and explore potential topics for your team project. You want to determine your topic well ahead of your proposal presentation.
- Second, your team needs to present a proposal to the entire class. Each team will have approximately 30 minutes for the presentation. Be prepared to deal with questions and criticisms from your classmates and me. My formal feedback will be provided afterwards. What should be included in the proposal presentation will vary from project to project. Generally, you want to determine what object (i.e., brand or organization) and topic (e.g., target market identification, promotional campaign) you want to work on. You also need to describe your data and analysis models as much as possible. You



should submit your PowerPoint slides to the instructor before your presentation. Your work will be graded based on content quality and presentation performance. All the members on the team should participate in the presentation in order to receive your team presentation points.

- Finally, your team will present the whole project work to the entire class. Your presentation is expected to last approximately 30 minutes. Be prepared to deal with questions and criticisms from your classmates as in your earlier proposal presentation. You should submit your PowerPoint slides to the instructor before your presentation, too. All the members on the team should participate in the presentation in order to receive your team presentation points.
- Furthermore, your team should complete and submit a final report not exceeding 30 double-spaced pages including tables, figures, and appendices to the instructor. The final report should include analysis results and an actionable marketing strategy arising from the empirical results.

More details on each step will be provided as each step nears. At the end of the semester, you will be asked to evaluate each of your team member's contribution to the team project. You should be honest and impartial in your evaluations.

### Grade Breakdown

Your total score based on all the class activities above will determine the final course grade. Your course grade will be assigned according to the following table. *Once the course grades are released, unfounded requests for better grades will be denied.*

A	901-1000
B	801-900
C	701-800
U	700 and below

### Attendance

Many MBA students work full-time, and have busy schedules. This is not an excuse for poor attendance. Signing up for this class implies a time commitment on your part. You are expected to be an active participant in each class meeting. Coming to class is necessary but not sufficient for success. Attendance gets you in the game; you must participate actively. Completing the assigned readings before class, doing the assignments, and being mindful and thoughtful are essential.

### Tentative Course Schedule

This is a tentative schedule and the instructor reserves the right to change it according to course development and student progress.

- LR indicates the textbook by Lilien and Rangaswamy.

Week	Topic
Week 1	Course Overview LR Ch.1: Introduction {SAS & EG} and {JMP} Installations & Operations
Week 2	{SAS & EG} and {JMP} Installations & Operations Linear Regression (LR Ch.2: Market Response Models)
Week 3	Linear Regression (LR Ch.2: Market Response Models)
Week 4	Linear Regression (LR Ch.2: Market Response Models), <i>Project Team Makeup</i>
Week 5	Linear Regression (LR Ch.2: Market Response Models)
Week 6	Binary Logit Regression (LR Ch.2: Market Response Models)
Week 7	Multinomial Logit Regression (LR Ch.2: Market Response Models)
Week 8	<i>Project Proposal Presentations</i>
Week 9	<i>Project Proposal Presentations</i>
Week 10	Cluster & Discriminant (LR Ch.3: Segmentation & Targeting)
Week 11	Cluster & Discriminant (LR Ch.3: Segmentation & Targeting)
Week 12	Cluster & Discriminant (LR Ch.3: Segmentation & Targeting)
Week 13	Text Mining

Week 14	<i>Project Data Analysis Meetings</i>
Week 15	<i>Final Project Presentations &amp; Report Due</i>

**ACADEMIC INTEGRITY:**

Students have the responsibility to know and observe the requirements of The UNC Charlotte Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type, and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNC Charlotte. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

**STATEMENT ON DIVERSITY:** The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

**IMPORTANT NOTE:** A Microsoft Word version of the final course and curriculum proposal should be sent to [facultygovernance@uncc.edu](mailto:facultygovernance@uncc.edu) upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.