

Program Change Request

APPROVED BY SENATE
04/28/2025

EP.25.088_FINAL
Approved by EP 04/14/2025

Date Submitted: 12/05/24 3:27 pm

Viewing: **10KS5148MSK : Technology Management, MS**

Last approved: 03/09/22 3:10 pm

Last edit: 04/18/25 12:10 pm

Changes proposed by: Lorena Nicholas

Catalog Pages Using
this Program Technology Management, MS

Proposal Type:
Major (ex. Special Education)

This proposal is for
a:
Revision

In Workflow

1. U Program Review
2. 1902-B_ADM Committee Chair
3. 1902-B_ADM Head
4. KM Committee Chair
5. KM Dean
6. University Librarian
7. Grad_College
8. COTE Programs
9. Provost
10. Senate EPC
11. Senate
12. U Senate Conf
13. Board of Trustees
14. IBHE
15. HLC
16. DOE
17. DMI
18. 1902-B_ADM Head

Approval Path

1. 02/18/25 4:50 pm
Donna Butler
(dbutler): Approved
for U Program
Review
2. 02/19/25 12:21 pm
Ravi Mehta
(mehtar): Approved
for 1902-B_ADM
Committee Chair
3. 02/19/25 2:00 pm
Carlos Torelli
(ctorelli): Approved
for 1902-B_ADM

- Head
4. 03/03/25 9:59 am
Abhijeet Ghoshal
(abhi): Approved for
KM Committee
Chair
5. 03/03/25 10:34 pm
Nerissa Brown
(nerissab):
Approved for KM
Dean
6. 03/06/25 12:57 pm
Tom Teper (tteper):
Approved for
University Librarian
7. 03/26/25 2:15 pm
Allison McKinney
(agrindly): Approved
for Grad_College
8. 03/26/25 3:34 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs
9. 03/26/25 4:01 pm
Brooke Newell
(bsnewell):
Approved for
Provost

History

1. Mar 9, 2022 by
Mary Lowry (lowry)

Administration Details

Official Program Name	Technology Management, MS
Diploma Title	
Sponsor College	Gies College of Business

Sponsor	Business Administration	
Department		
Sponsor Name	<u>Carlos Torelli</u> Mary Lowry	
Sponsor Email	<u>ctorelli@illinois.edu</u> lowry@illinois.edu	
College Contact	<u>Lorena Nicholas</u> Mary Lowry	College Contact
	<u>lorenan@illinois.edu</u> lowry@illinois.edu	Email
College Budget Officer	<u>Gina Oleynichak</u>	
College Budget Officer Email	<u>goleynic@uillinois.edu</u>	

If additional stakeholders other than the Sponsor and College Contacts listed above should be contacted if questions during the review process arise, please list them here.

lorenan@illinois.edu

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog Term	Fall 2025
Effective Catalog	2025-2026

Proposal Title

Proposal Title (either Establish/Revise/Eliminate the Degree Name in Program Name in the College of XXXX, i.e., Establish the Bachelor of Science in Entomology in the College of Liberal Arts and Sciences, include the Graduate College for Grad Programs)

Revise the Master of Science in Technology Management in the Gies College of Business and the Graduate College

Does this proposal have any related proposals that will also be revised at this time and the programs depend on each other? Consider Majors, Minors, Concentrations & Joint Programs in your department. Please know that this information is used administratively to move related proposals through workflow efficiently and together as needed. Format your response like the following "This BS proposal (key 567) is related to the Concentration A proposal (key 145)"

This proposal is related to a new optional concentration for this program (key 1298), which will be available to student in the MS Technology Management program.

Program Justification

Provide a brief description, using a numbered item list, of the proposed changes to the program.

These proposed changes to the Program of Study (POS) for the MS in Technology Management are designed to ensure clarity and accuracy in communicating program requirements to current and prospective students. Specifically, the updated POS will:

1. Clearly define the number of required courses.
2. Confirm the total number of required credit hours (40 credit hours).
3. Specify the names and credit hours of required courses (28 hours total).
4. Outline the number of elective credit hours (12 hours total).

Did the program content change 25% or more in relation to the total credit hours, since the most recent university accreditation visit? See the italicized text below for more details.

No

Provide the reasoning for why each change was necessary, using a corresponding numbered item list as it relates to the brief description numbered list above.

These changes are necessary because the current POS is outdated, lacking detail, and misaligned with the actual curriculum requirements. This lack of clarity has persisted for several years and creates confusion for students and advisors. The updated POS will align with the curriculum requirements documented in U-Achieve, the system used by the Graduate College to certify students for graduation. Ensuring consistency between the POS and published program information is essential for maintaining transparency and academic integrity.

Additionally, these changes coincide with a separate proposal to introduce an optional concentration, Consumer-Centric Innovation and Design (key 1298). This concentration is tailored to meet market demand for skills in designing products and services around consumer preferences. Courses in this concentration include:

1. UI/UX Design (BADM 578): Focuses on creating intuitive and user-friendly products, a critical skill in today's digital landscape.
2. Consumer Analytics (BADM 526): Teaches data-driven approaches to understanding consumer behavior for informed decision-making in product development and marketing.
3. New Product Development (BADM 525): Covers strategies for developing innovative products that align with consumer demands and drive business growth.
4. Brand Management (BADM 527): Explores the principles of building and managing strong, resonant brands in competitive markets.

Together, these updates enhance the MS in Technology Management program by providing students with a clear understanding of program requirements while offering opportunities to specialize in areas critical to modern business success.

Instructional Resources

Will there be any reduction in other course offerings, programs or concentrations by your department as a result of this new program/proposed change?

No

Does this new program/proposed change result in the replacement of another program?

No

Does the program include other courses/subjects outside of the sponsoring department impacted by the creation/revision of this program? If Yes is selected, indicate the appropriate courses and attach the letter of support/

acknowledgement.

Yes

Courses outside of the sponsoring department/interdisciplinary departments:

ACCY 500 - Atg Measuremnt, Rptng & Cntrl

FIN 500 - Introduction to Finance

Please attach any [Letter of support internal ACCY and FIN for MSTM.pdf](#)
letters of support/
acknowledgement
for any
Instructional
Resources.
Consider faculty,
students, and/or
other impacted
units as
appropriate.

Program Features

Academic Level Graduate

Does this major Yes ~~No~~
have transcribed
concentrations?

Concentrations

Concentrations(s)
<u>Technology Management: Consumer-Centric Innovation and Design, MS</u>

Will you admit to No
the concentration
directly?

Is a concentration No
required for
graduation?

What is the longest/maximum time to completion of this program?
1 year

What are the minimum Total Credit Hours required for this program?
40

What is the 2.75

required GPA?

CIP Code151501 - Engineering/Industrial Management.

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Does this program prepare graduates for entry into a career or profession that is regulated by the State of Illinois?

No

Program of Study

Revised programs [MSTM curriculum side by side V2.xlsx](#)

Catalog Page Text - Overview Tab

Catalog Page Overview Text

Statement for
Programs of Study
Catalog

Required Core		32-36
Practicum		4
Electives		0-4
<u>Required Core</u>		<u>28</u>
<u>ACCY 500</u>	<u>Accounting Measurement, Reporting, and Control</u>	<u>2</u>
<u>BADM 508</u>	<u>Leadership and Teams</u>	<u>2</u>
<u>BADM 513</u>	<u>Communication Strategy in Bus</u>	<u>2</u>
<u>BADM 514</u>	<u>Managing Innovation</u>	<u>2</u>
<u>BADM 520</u>	<u>Marketing Management</u>	<u>2</u>
<u>BADM 543</u>	<u>Technology Strategy</u>	<u>2</u>

<u>BADM 550</u>	<u>Business Practicum</u>	<u>4</u>
<u>BADM 551</u>	<u>Managing Intellectual Property</u>	<u>2</u>
<u>BADM 557</u>	<u>Topics in Business Intelligence</u>	<u>2</u>
<u>BADM 567</u>	<u>Operations Management</u>	<u>2</u>
<u>BADM 579</u>	<u>Analytics for Management Decision Making</u>	<u>2</u>
<u>BADM 589</u>	<u>Project Management</u>	<u>2</u>
<u>FIN 500</u>	<u>Introduction to Finance</u>	<u>2</u>
<u>Electives (as guided by academic advisor)</u>		<u>12</u>

Total Hours	40
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Other Requirements

Other requirements may overlap

Minimum 500-level Hours Required Overall:28

Minimum GPA: 2.75

Corresponding Degree	MS Master of Science
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Program Regulation and Assessment

Plan to Assess and Improve Student Learning

Illinois Administrative Code: 1050.30(b)(1)(D) Provision is made for guidance and counseling of students, evaluations of student performance, continuous monitoring of progress of students toward their degree objectives and appropriate academic record keeping.

Are the learning outcomes for the program listed in the Academic Catalog?

Yes

Student Learning Outcomes

Demonstrate competence and understanding of basic business disciplines and management of technology concepts.

Demonstrate analytical reasoning and problem-solving skills.

Work effectively on team projects with people from a variety of professional and cultural backgrounds.

Demonstrate the ability to express ideas with clarity in both oral and written communications.

Did you make any revisions to the learning outcomes you copied and pasted from the current academic catalog?

No

Describe how, when, and where these learning outcomes will be assessed.

Describe here:

The courses for this program will be reviewed as part of the overall graduate programs annual review of learning outcomes and AACSB accreditation and reporting. The College has a dedicated staff member who oversees all AACSB activities, as well as a dedicated teaching and learning team who work closely with faculty to create program assessment plans for their courses.

Identify faculty expectations for students' achievement of each of the stated student learning outcomes. What score, rating, or level of expertise will signify that students have met each outcome? Provide rating rubrics as necessary.

1. Demonstrate competence and understanding of basic business disciplines and management of technology concepts

Expectation:

Students should demonstrate a comprehensive understanding of fundamental business areas (e.g., finance, marketing, operations) and their application in managing technology-driven projects or businesses.

Performance Indicators:

Score of 80% or higher on exams, case studies, or assignments evaluating business and technology management concepts.

Successful completion of a capstone project demonstrating integration of business principles with technology management strategies.

Rubric Example:

Rating Description

Exceeds Expectations Displays mastery by applying concepts to complex, real-world technology management scenarios.

Meets Expectations Demonstrates basic understanding and applies concepts accurately in standard cases.

Below Expectations Lacks foundational understanding; struggles to apply concepts even in simplified scenarios.

2. Demonstrate analytical reasoning and problem-solving skills

Expectation:

Students are expected to evaluate data, identify problems, and develop logical, evidence-based solutions.

Performance Indicators:

Score of 85% or higher on analytics-based assignments or projects.

Proficiency in solving real-world business cases requiring quantitative and qualitative analysis.

Rubric Example:

Rating Description

Exceeds Expectations Delivers innovative solutions with clear, well-justified reasoning using advanced analytical tools.

Meets Expectations Provides logical and accurate solutions using standard problem-solving frameworks.

Below Expectations Struggles to identify key issues or apply appropriate tools to arrive at a solution.

3. Work effectively on team projects with people from a variety of professional and cultural

backgrounds

Expectation:

Students should collaborate effectively, demonstrating respect for diverse perspectives and contributing meaningfully to team success.

Performance Indicators:

Peer and faculty evaluations scoring an average of 4 or higher on a 5-point teamwork effectiveness scale.

Evidence of leadership, conflict resolution, or active participation in group projects.

Rubric Example:

Rating Description

Exceeds Expectations Excels in fostering inclusivity, resolving conflicts, and driving team projects to exceptional outcomes.

Meets Expectations Participates actively, respects team dynamics, and contributes adequately to team success.

Below Expectations Minimal contribution; struggles to adapt to diverse perspectives or collaborate effectively.

4. Demonstrate the ability to express ideas with clarity in both oral and written communications

Expectation:

Students should communicate professionally and effectively, tailoring their message to their audience and medium.

Performance Indicators:

Score of 4 or higher on a 5-point rubric evaluating clarity, structure, and delivery in presentations.

Achieving at least 80% on written assignments graded for coherence, grammar, and persuasive argumentation.

Rubric Example:

Rating Description

Exceeds Expectations Delivers clear, engaging presentations and writes with exceptional clarity and structure.

Meets Expectations Communicates effectively with minor issues in structure, tone, or clarity.

Below Expectations Lacks clarity; ideas are poorly organized or inappropriately presented for the target audience.

Explain the process that will be implemented to ensure that assessment results are used to improve student learning.

Our approach to program assessment is structured as a comprehensive, multi-level, and multi-stage process aimed at ensuring continuous improvement and alignment with educational and

Program societal goals.
 Description and Stages:
 Requirements Formative Evaluation (Ongoing throughout the program):
 Attach Documents

Delivery Method

This program is
 available:

On Campus - Students are required to be on campus, they may take some online courses.

Summative Evaluation (Upon cohort completion):

Admission Requirements

Conducted when a cohort finishes the program to assess:

Desired Effective
 Admissions Term

a) Level 2 (Program Outcomes): Evaluating how well graduates meet the expected program outcomes, including how the program has shaped their unique competencies.

b) Levels 3 and 4 (Student and Stakeholder Satisfaction): Gathering comprehensive feedback to

Is this revision a change to the admission status of the program? Understand the satisfaction of students and stakeholders in relation to the program's delivery and outcomes.

Long-Term Summative Evaluation (2-3 years post-completion):

Provide a brief narrative description of the admission requirements for this program. Where relevant, include information about licensure requirements, student background checks, GRE and TOEFL scores, and admission requirements for transfer students. Conducted to assess the long-term impact of the program (Level 5) on graduates and society.

Data sources include employment rates, job types, alumni income, and further education pursued, particularly within other Gies programs, to gauge the enduring value and societal

Enrollment

Describe how this revision or phase down/elimination will impact enrollment and degrees awarded. If this is an elimination/phase down proposal include the plans for the students left in the program.

These proposed changes will not impact enrollment and degrees awarded.

Estimated Annual Number of Degrees Awarded

Year One Estimate

5th Year Estimate (or when fully
 implemented)

What is the
 matriculation term
 for this program?

Fall

Budget

Are there budgetary implications for this revision? No

Will the program or revision require staffing (faculty, advisors, etc.) beyond what is currently available?

No

Additional Budget Information No additional budget will be required to support the concentration, as all necessary courses are already offered and staffed by current faculty. Furthermore, academic advising for students interested in the concentration is already handled by the Graduate Programs Office, ensuring seamless integration without the need for extra resources.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

These proposed changes are to update the program of study to reflect the program requirements only; the program has had these requirements and the necessary faculty resources to support the program. No additional budget will be required to support the update to the program of study. Furthermore, academic advising for students will continue to be supported by Graduate Programs Office without the need for extra resources.

Will the unit need to seek campus or other external resources?

No

Attach letters of support

What tuition rate do you expect to charge for this program? e.g, Undergraduate Base Tuition, or Engineering Differential, or Social Work Online (no dollar amounts necessary)

Full cost recovery MS in Tech Mgmt tuition rate

Are you seeking a change in the tuition rate or differential for this program?

No

Is this program requesting self-supporting status?

Yes ~~No~~

Faculty Resources

Please address the impact on faculty resources including any changes in numbers of faculty, class size, teaching loads, student-faculty ratios, etc.

These proposed changes are to update the program of study to reflect the program requirements only; the program has had these requirements and the necessary faculty resources to support the program, we expect this support to continue and no additional faculty resources will be required.

Library Resources

Describe your proposal's impact on the University Library's resources, collections, and services. If necessary please consult with the appropriate disciplinary specialist within the University Library.

These proposed changes are to update the program of study to reflect the program requirements; the program has had these requirements and the necessary resources to support the program, we expect this support to continue. The library resources have been supporting this program and curriculum consistently and we don't expect any changed to needs from the library by updating the program of study.

EP Documentation

EP Control Number EP.25.088

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final [U Program Review Comments KEY 157 11-22-2024.docx](#)
Approval Notices

Banner/Codebook
Name

MS: Technology Management-UIUC

Program Code: 10KS5148MSK

Minor Code	Conc Code	Degree Code	Major Code
5148			
Senate Approval Date			
Senate Conference Approval Date			
BOT Approval Date			
IBHE Approval Date			
HLC Approval Date			
DOE Approval Date			
Effective Date:			
Program Reviewer Comments	<p>Mary Lowry (lowry) (11/22/24 11:07 am): U Program Review comments attached in DMI Documentation section.</p> <p>Mary Lowry (lowry) (11/22/24 11:09 am): Rollback: U Program Review comments attached.</p> <p>Donna Butler (dbutler) (02/18/25 4:49 pm): BADM 579 is fully approved for Fall 2025 so will update in the POS when we roll the Academic Catalog forward to 25-26.</p> <p>Brooke Newell (bsnewell) (03/26/25 4:01 pm): Edits to Justification per TEAMS call with Lorena N.</p>		