Program Change Request

New Proposal

Date Submitted: 12/03/24 1:02 pm

Viewing: : **Technology Management: Consumer-Centric Innovation and Design, MS**

Last edit: 04/18/25 12:20 pm

Changes proposed by: Lorena Nicholas

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

Approval Path

1. 02/18/25 4:51 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 2:01 pm
   Carlos Torelli
   (ctorelli): Approved
   for 1902-B_ADM
   Head

4. 03/07/25 12:00 pm Abhijeet Ghoshal (abhi): Approved for KM Committee Chair
5. 03/07/25 5:40 pm Nerissa Brown (nerissab): Approved for KM Dean
6. 03/10/25 10:11 am 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

Proposal Type

Proposal Type: Concentration (ex. Dietetics)

Administration Details

Official Program Name   Technology Management: Consumer-Centric Innovation and Design, MS

Diploma Title   n/a

Sponsor College   Gies College of Business

Sponsor   Business Administration

Department

Sponsor Name   Carlos Torelli

Sponsor Email   ctorelli@illinois.edu

College Contact   Lorena Nicholas   College Contact
                                                          Email

   lorenan@illinois.edu

College Budget   Gina Oleynichak
Officer

College Budget   goleynic@uillinois.edu
Officer Email

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.

Lorena Nicholas, lorenan@illinois.edu

Does this program have inter-departmental administration?

No

Effective Catalog Term

Effective Catalog   Fall 2025
Term

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)

Establish the Concentration in Consumer-Centric Innovation and Design in 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 MS Technology Managment (key 157).

Program Justification

Provide a brief justification of the program, including highlights of the program objectives, and the careers, occupations, or further educational opportunities for which the program will prepare graduates, when appropriate.

A graduate concentration in Consumer-Centric Innovation and Design for a student pursuing an MS in Technology Management bridges the gap between technological innovation and consumer needs, creating a unique value proposition for businesses. This concentration equips students with tools and methodologies to understand customer behaviors, preferences, and pain points, which are critical for designing technology-driven products and solutions that resonate with users.

By integrating principles of design thinking, user experience, and human-centered design, this concentration complements the strategic and operational aspects of technology management. It enables students to develop innovative solutions that are not only technically feasible but also desirable and viable in the market. Additionally, this focus prepares graduates for leadership roles in product management, innovation strategy, and digital transformation, where aligning technology with consumer demand drives competitive advantage.

This concentration will align with current market demands and the increasing importance of designing products and services around consumer preferences and behaviors. The proposed four courses each offer critical skills that prepare students to thrive in modern industries where consumer experience is a primary competitive differentiator.

1. UI/UX Design

• Justification: In today's digital age, user interface (UI) and user experience (UX) design are essential for creating intuitive, user-friendly products and services. This course equips students with the skills to design interfaces that optimize consumer interactions and satisfaction. From apps to websites and physical products, UI/UX design is integral to making sure products meet the evolving needs of consumers.

2. Consumer Analytics

• Justification: Understanding consumer behavior through data is crucial for decision-making in modern businesses. Consumer Analytics provides students with the tools to gather, interpret, and apply consumer data to inform product development, marketing strategies, and brand positioning. This course empowers students to leverage data-driven insights to anticipate consumer needs and trends, thereby improving product-market fit and enhancing customer satisfaction.

3. New Product Development

• Justification: The ability to develop innovative products that meet consumer demands is essential for business growth. This course focuses on the entire product development lifecycle, from idea generation to commercialization, with a focus on creating products that solve consumer problems or enhance their experiences. Students learn how to apply design thinking, collaborate across teams, and rapidly prototype solutions that reflect consumer-centric innovation.

4. Brand Management
• Justification: A strong brand can differentiate products in a crowded marketplace and foster consumer loyalty. This course teaches students the strategies behind building and managing brands that resonate with target audiences. By understanding the emotional and psychological components of branding, students will be equipped to create brand narratives and identities that align with consumer values, enhancing both consumer trust and 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.

No

Program Features

Academic Level   Graduate

Is this program part of an ISBE approved licensure program?

No

Will specialized accreditation be sought for this program?

No

Additional concentration notes (e.g., estimated enrollment, advising plans, etc.)

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

No

Program of Study

Attach Program of Study related information here.

Catalog Page Text - Overview Tab

Catalog Page Overview Text

> This concentration equips students with a robust combination of design, data, development, and branding skills that are essential for fostering innovation driven by consumer needs. By blending creative, analytical, and strategic approaches, students will be prepared to excel in industries where consumer satisfaction and engagement drive success.
>
> This concentration requires twelve graduate hours. Successful completion of the concentration assumes certain knowledge of business and prior coursework.
>
> Admission to the concentration requires enrollment in a specified Gies College of Business graduate program.

Statement for Programs of Study Catalog

Select 12 hours from the following

BADM 525	New Product Development	4
BADM 526	Consumer Analytics: Theory and Practice	4
BADM 527	Brand Management	4
BADM 578	Human-Centered Design/Design Thinking/User Experience Design	4
Total hours		**12**

Program Relationships

Corresponding Program(s):

Corresponding Program(s)
Technology Management, MS

Program Regulation and Assessment

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.

Student Learning Outcomes

This concentration will align with current market demands and the increasing importance of designing products and services around consumer preferences and behaviors. The proposed four courses each offer critical skills that prepare students to thrive in modern industries where consumer experience is a primary competitive differentiator. We acknowledge that expertise in design thinking and other aspects of innovation exists across various units on campus. If students identify a course that aligns with the concentration's overall objectives, the department will approve substitute courses as appropriate.

1. UI/UX Design

• In today's digital age, user interface (UI) and user experience (UX) design are essential for creating intuitive, user-friendly products and services. This course equips students with the skills to understand better how design interfaces optimize consumer interactions and satisfaction. From apps to websites and physical products, UI/UX design is integral to making sure products meet the evolving needs of users – whether as consumers or active co-creators.

2. Consumer Analytics

• Justification: Understanding consumer behavior through data is crucial for decision-making in modern businesses. Consumer Analytics provides students with the tools to gather, interpret, and apply consumer data to inform product development, marketing strategies, and brand positioning. This course empowers students to leverage data-driven insights to anticipate consumer needs and trends, thereby improving product-market fit and enhancing customer satisfaction.

3. New Product Development

• Justification: The ability to develop innovative products that meet consumer demands is essential for business growth. This course focuses on the entire product development lifecycle, from idea generation to commercialization, with a focus on creating products that solve consumer problems or enhance their experiences. Students learn how to apply design thinking, collaborate across teams, and rapidly prototype solutions that reflect consumer-centric innovation.

4. Brand Management

• Justification: A strong brand can differentiate products in a crowded marketplace and foster consumer loyalty. This course teaches students the strategies behind building and managing brands that resonate with target audiences. By understanding the emotional and psychological components of branding, students will be equipped to create brand narratives and identities that align with consumer values, enhancing both consumer trust and business success.

Overall Justification:

This concentration equips students with a robust combination of design, data, development, and branding skills that are essential for fostering innovation driven by consumer needs. By blending creative, analytical, and strategic approaches, students will be prepared to excel in industries where consumer satisfaction and engagement drive success.

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

Describe here:

The courses for this concentration 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. Design Intuitive and Engaging User Interfaces (UI) and Experiences (UX)
Expectations:

Score Level:

Exemplary (90-100): Design is highly intuitive, innovative, and visually compelling. Comprehensive user research and usability testing are thoroughly documented and integrated into the design.

Proficient (80-89): Design is intuitive and visually appealing, with good user research and usability testing but lacking in some aspects of innovation or integration.

Satisfactory (70-79): Design meets basic UI/UX principles, with some user research conducted, but lacks depth in usability testing.

Needs Improvement (below 70): Design does not effectively apply UI/UX principles; minimal or no user research conducted.

2. Analyze Consumer Behavior Using Data-Driven Insights
Expectations:

Score Level:

Exemplary (90-100): Demonstrates advanced analytical skills with insightful interpretation of consumer data, leading to strategic business decisions.

Proficient (80-89): Shows good data analysis capabilities and makes informed business decisions, though some insights may be less developed.

Satisfactory (70-79): Basic data analysis skills demonstrated, but insights are limited in depth and application.

Needs Improvement (below 70): Minimal understanding of data analysis; unable to apply insights effectively to business decisions.

3. Develop Innovative Products that Solve Real Consumer Problems
Expectations:

Score Level:

Exemplary (90-100): Successfully leads the product development process with clear alignment to consumer needs; prototypes are innovative and well-tested.

Proficient (80-89): Competently leads product development with some innovative elements, though testing may lack thoroughness.

Satisfactory (70-79): Basic ability to lead product development; some innovation but limited testing and consumer alignment.

Needs Improvement (below 70): Inability to lead product development effectively; minimal evidence of innovation or consumer alignment.

4. Build and Manage Strong, Consumer-Centered Brands
Expectations:

Score Level:

Exemplary (90-100): Develops a comprehensive and compelling brand strategy; emotional insights are effectively integrated into narratives and visual identity.

Proficient (80-89): Creates a solid brand strategy with some emotional insights; narrative and visual identity are good but could be stronger.

Satisfactory (70-79): Basic brand strategy developed; lacks emotional depth and differentiation.

Needs Improvement (below 70): Weak brand strategy with minimal understanding of consumer engagement.

5. Integrate Consumer-Centric Principles Across Product Design, Development, and Branding
Expectations:

Score Level:

Exemplary (90-100): Effectively synthesizes cross-disciplinary knowledge into a cohesive strategy that prioritizes consumer experience.

Proficient (80-89): Good synthesis of knowledge, but the strategy may lack some cohesion or clarity in consumer focus.

Satisfactory (70-79): Some understanding of integration, but the resulting strategy lacks depth or clarity.

Needs Improvement (below 70): Minimal evidence of integration; strategies do not prioritize consumer experience.

6. Adapt to Evolving Consumer Needs in a Dynamic Marketplace
Expectations:

Score Level:

Exemplary (90-100): Demonstrates proactive adaptation strategies based on thorough market analysis; employs agile techniques effectively.

Proficient (80-89): Shows good understanding of adaptation strategies, with some application of agile techniques.

Satisfactory (70-79): Basic understanding of market changes, but limited application of adaptation techniques.

Needs Improvement (below 70): Minimal ability to assess or respond to consumer needs and market dynamics.

Rating Rubrics

Each learning outcome can be assessed through project work, presentations, or practical applications, using the outlined score levels.

Faculty may also use peer evaluations and self-assessments to gather comprehensive insights on student performance.

Continuous feedback throughout the course can help students improve and better meet expectations for each learning outcome.

By implementing these expectations and rubrics, faculty can clearly communicate standards to students and ensure a focus on consumer-centric innovation and design.

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-

Program
Description and
Requirements
Attach Documents

stage process aimed at ensuring continuous improvement and alignment with educational and societal goals.

Stages:

Formative Evaluation (Ongoing throughout the program):

Delivery Method

This program is
available:

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

Enrollment

Number of Students in Program (estimate)

Year One Estimate	25	5th Year Estimate (or when fully implemented)
65		

program's delivery and outcomes.

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

Budget

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

Levels:

Course Learning and Course Outcomes: Evaluates the extent to which students are meeting the specific learning objectives of each course.

Program Outcomes: Measures how well students align with the "program graduate profile," assessing how unique and knowledgeable graduates are as a result of completing the program.

Attach File(s)

Financial Resources

How does the unit intend to financially support this proposal?

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.

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

No

Attach letters of
support
  [Re Gies new concentration proposals Library supportpdf.pdf](Re_Gies_new_concentration_proposals_Library_supportpdf.pdf)

Is this program requesting self-supporting status?
                              Yes

Faculty Resources

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

We have considerable faculty, staff, and infrastructure support to launch this concentration, as the courses are already staffed and part of the academic year schedule.

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.

The library reviewed this new concentration proposal and provided the following statement:

I have reviewed the proposals, and initially, I believed we might need additional databases for these concentrations. However, after our discussion, I revisited both the library's subscriptions and those held by Gies.

Based on the library's current resources, it seems no additional subscriptions are immediately required. That said, please note that much of our marketing data is U.S.-centric. For global data, our options are limited to a few resources like EMIS, IBISWorld, Business Source Ultimate, Technavio, and Statista.

Regarding Gies' resources, the program should be adequately supported when the new concentrations launch next year. Key resources include Bloomberg's offerings, such as:

• The Conference Board and U.S. Index of Consumer Sentiment (ICS) from the University of Michigan. These datasets track U.S. consumer sentiment based on surveys of random U.S. households, offering insights into personal finances, business conditions, and more.

• The Purchasing Managers Index (PMI), which, while primarily focused on manufacturing, is useful for gauging trends in corporate purchasing behavior.

HLC Section

Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours:	40 100	Percent of Total:
Revised or redesigned curricula (Courses for which content has been revised for the new program):	Number of Credit Hours:	0 0	Percent of Total:
New curricula (Courses developed for the new program that have never been offered):	Number of Credit Hours:	0 0	Percent of Total:
Total Credit Hours of the Program:	Number of Credit Hours:	40 100	Percent of Total:

New Faculty Required

Will new faculty expertise or new faculty members be needed to launch this program?

No

Please explain existing coverage:

We have substantial faculty, staff, and infrastructure resources in place to support the successful launch of this concentration. All required courses are fully staffed and have already been integrated into the academic year scheduling, ensuring seamless delivery without the need for additional personnel or adjustments to the existing academic framework.

Additional Funds

Will the proposed program require a large outlay of additional funds by the institution?

No

Institutional Funding

Please explain institutional funding for proposed program:

The courses included in the proposed concentration are already part of the current curriculum and are delivered annually, meaning no additional funding is required for their continued offering. Promotion of the new concentration will be integrated into the existing marketing strategies and budget planning for the academic year 2025, ensuring cost-effective implementation without the need for extra resources.

EP Documentation

EP Control Number   EP.25.089

Attach Rollback/
Approval Notices

Non-EP Documentation

U Program Review

Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final Approval Notices	[U Program Review Comments KEY 1298 11-22-2024.docx](U%20Program%20Review%20Comments%20KEY%201298%2011-22-2024.docx)

Banner/Codebook
Name

Program Code:

Minor Code	Conc Code	Degree Code	Major Code

Senate Approval
Date

Senate Conference
Approval Date

BOT Approval Date

IBHE Approval Date

HLC Approval Date

DOE Approval Date

Effective Date:

Program Reviewer Comments	**Mary Lowry (lowry) (11/22/24 10:29 am):** U Program Review comments attached in DMI Documentation section
	Mary Lowry (lowry) (11/22/24 11:07 am): U Program Review comments attached in DMI Documentation section.
	Mary Lowry (lowry) (11/22/24 11:10 am): Rollback: U Program Review comments attached.

Key: 1298