

Program Change Request

New Proposal

Date Submitted: 12/03/24 12:58 pm

Viewing: : **Marketing - Floating (on campus)**

Last edit: 02/24/25 8:56 am

Changes proposed by: Lorena Nicholas

In Workflow

1. U Program Review
2. 1902 Committee
Chair
3. 1902 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. 12/19/24 9:11 am
Donna Butler
(dbutler): Approved
for U Program
Review
2. 12/19/24 10:44 am
Ravi Mehta
(mehtar): Approved
for 1902 Committee
Chair
3. 12/19/24 12:27 pm
Carlos Torelli
(ctorelli): Approved
for 1902 Head
4. 01/16/25 10:48 am

Abhijeet Ghoshal
(abhi): Approved for
KM Committee
Chair

5. 01/25/25 9:04 pm
Nerissa Brown
(nerissab):
Approved for KM
Dean

6. 01/28/25 12:25 pm
Tom Teper (tteper):
Approved for
University Librarian

7. 02/12/25 4:33 pm
Allison McKinney
(agrindly): Approved
for Grad_College

8. 02/12/25 11:37 pm
Suzanne Lee
(suzannel):
Approved for COTE
Programs

9. 02/13/25 12:49 pm
Brooke Newell
(bsnewell):
Approved for
Provost

Proposal Type

Proposal Type: Concentration (ex. Dietetics)

Administration Details

Official Program Name Marketing - Floating (on campus)

Diploma Title

Sponsor College Gies College of Business

Sponsor Department Business Administration

Sponsor Name	Carlos Torelli	
Sponsor Email	ctorelli@illinois.edu	
College Contact	Lorena Nicholas	College Contact Email
	lorenan@illinois.edu	
College Budget Officer	Gina Oleynichak	
College Budget Officer Email	goleynic@uillinois.edu	

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 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)

Establish the Concentration in Marketing 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 concentration proposal (key 1290) and concentration proposal (key 1291) are both related to the Accountancy, MAS revision (key 5), as we are requesting that both proposals be added to the list of concentrations available for Accountancy, MAS students. This concentration proposal is also related to MS Management (on-campus, key 156), as this will an optional concentration for students pursuing on the on -campus MS Management degree.

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.

The graduate concentration in marketing within the Master of Science in Management (MSM, on-campus) and Master of Accounting Science (MAS, on-campus) programs is essential to meet the growing demand for management professionals who possess not only general business acumen but also specialized expertise in marketing. This concentration is designed to provide students with the strategic, analytical, and tactical skills needed to thrive in today's dynamic, customer-driven business environment.

1. Addressing Market Needs and Industry Trends

Marketing has evolved into a highly complex and data-driven discipline, with businesses increasingly reliant on professionals who can blend creativity with analytics to drive customer engagement and business growth. According to industry reports, marketing roles are among the fastest-growing job functions, particularly in areas like digital marketing, brand management, customer insights, and marketing analytics. By offering a Marketing concentration, we will better equip graduates to meet these emerging demands and remain competitive in the job market.

2. Enhancing Strategic and Tactical Decision-Making Skills

The proposed concentration will provide students with a robust framework to develop effective marketing strategies that align with overall business goals. Courses will focus on critical areas such as consumer behavior, brand management, global marketing and promotional strategy, all of which are essential for making informed, data-backed decisions. Graduates will be prepared to not only conceptualize marketing campaigns but also measure and adjust their strategies to maximize effectiveness.

3. Fostering a Holistic Approach to Business Management

Marketing touches nearly every aspect of business, from product development and customer experience to sales and corporate strategy. A Marketing concentration will allow students to gain a deeper understanding of how marketing integrates with other key business functions, such as finance, operations, and supply chain management. This holistic approach will help students become well-rounded managers capable of overseeing cross-functional initiatives and driving company-wide success.

4. Meeting Student Demand for Specialized Expertise

There is a growing trend among graduate students seeking concentrations or specializations that give them a competitive edge in the workforce. Students have expressed interest in furthering their knowledge of marketing, as evidenced by high enrollment in elective marketing courses. By formalizing a concentration in marketing, we will not only meet this demand but also enhance the value and differentiation of our programs.

5. Expanding Career Opportunities for Graduates

Graduates of the Marketing concentration will have a distinct advantage in pursuing a wide range of career paths, including marketing management, digital marketing, product management, brand strategy, market research, and customer analytics. Furthermore, organizations across various sectors—ranging from consumer goods and retail to technology and healthcare—are actively seeking candidates with both managerial expertise and a deep understanding of marketing dynamics. By equipping students with these skills, we position our graduates for leadership roles in a broad spectrum of industries.

A student pursuing an MS in Management may choose this optional concentration in marketing to gain specialized expertise in understanding customer behavior, market dynamics, and strategic communication, which are critical for driving business growth. Combining management skills with marketing knowledge enhances their ability to lead cross-functional teams, design effective marketing strategies, and make data-driven decisions that align with organizational goals. This dual focus broadens career opportunities, making them well-suited for roles such as brand management, market analysis, or executive leadership, where both management acumen and marketing insight are essential.

This concentration is also available to students in the Master of Accounting Science (MAS) program; the MAS program requires that all students complete two areas of concentration. An MAS student may select Marketing as their second required concentration to enhance their ability to communicate financial insights and contribute to strategic decision-making. Marketing knowledge complements accounting expertise by providing an understanding of consumer behavior, market trends, and branding strategies, which are valuable for roles like financial consulting, pricing analysis, and corporate strategy. This combination prepares students to bridge the gap between financial performance and market-driven business decisions, making them versatile professionals equipped to drive organizational success.

A Marketing concentration will serve as a critical offering that enhances each program's appeal and relevance, responds to industry needs, and equips students with the skills and knowledge to become effective, strategic leaders in their organizations. By integrating a marketing focus, we ensure our graduates are prepared for the demands of today's rapidly evolving business landscape.

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

The graduate concentration in marketing is specifically designed to address the increasing demand for management professionals who possess a blend of broad business acumen and specialized marketing expertise. This concentration equips students with a comprehensive toolkit of strategic, analytical, and tactical skills essential for success in today’s fast-paced, customer-centric business landscape. By focusing on the latest industry trends and best practices, the program prepares graduates to navigate complex marketing challenges and drive impactful results in a variety of business contexts.

The concentration is open to students enrolled in

Management, MS (on-campus)
Accountancy, MAS

This concentration requires twelve graduate hours of Marketing coursework. 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 523	Consumer Behavior 4.0: Digital Transformation in Consumer Behavior	4
BADM 527	Brand Management	4
BADM 528	Promotional Strategy	4
BADM 584	Global Marketing	4
Total Hours		12

Program Relationships

Corresponding
Program(s):

Corresponding Program(s)
Accountancy, MAS
Management, MS (on-campus & online)

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.

Student Learning Outcomes

Make Confident Marketing Decisions in Uncertain Environments

Master the art of making informed marketing decisions even in ambiguous or uncertain market conditions. Learn to identify and leverage key insights to guide strategic actions with confidence.

Maximize Synergies Across Marketing Disciplines

Gain a comprehensive understanding of how marketing elements— from strategy development to brand building and performance measurement—work together. Learn to create cohesive strategies that align and optimize these elements for greater impact.

Craft and Measure High-Impact Marketing Strategies

Develop the skills to design effective, results-driven marketing strategies. Learn to implement and track the performance of these strategies to ensure they deliver measurable results and drive growth.

Master Integrated Marketing Communications

Understand how to seamlessly integrate and manage various communication channels—mass media, digital platforms, and personal touchpoints—to create a unified and effective brand message that resonates across all customer interactions.

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.

To track and measure the outcomes related to these marketing competencies, a combination of quantitative and qualitative tools should be used. Below are proposed tools for each outcome:

1. Make Confident Marketing Decisions in Uncertain Environments

Tools to track and measure:

- **Simulation Software** (e.g., Markstrat, HubSpot CRM): Use market simulation tools to place students or professionals in hypothetical uncertain environments and track their decision-making process.
- **Case Studies and Scenario Analysis**: Evaluate performance based on case studies where learners apply strategic decision-making in ambiguous market conditions. Scoring rubrics can assess the quality of insights and decision-making.
- **Performance Dashboards** (e.g., Google Analytics, Tableau): Monitor how well individuals analyze data and derive actionable insights in real-time, especially in fluctuating market conditions.
- **Self-Assessment Surveys**: Post-course surveys asking participants to rate their confidence and ability to make decisions in uncertain environments.

2. Maximize Synergies Across Marketing Disciplines

Tools to track and measure:

- **Project-Based Learning Platforms** (e.g., Trello, Asana): Track how participants organize and integrate different marketing elements (e.g., strategy, branding, and performance) into comprehensive projects.
- **Marketing Automation Tools** (e.g., Marketo, HubSpot): Measure effectiveness in managing cross-discipline marketing efforts by tracking campaign integration and synergy across email, social media, content, and branding.
- **360-Degree Feedback from Team Projects**: Use peer and instructor feedback to assess how well participants collaborate across different marketing disciplines.
- **Marketing Metrics Dashboard** (e.g., Klipfolio, Google Data Studio): Track KPIs like conversion rates, customer engagement, and brand perception across multiple campaigns to measure synergy effectiveness.

3. Craft and Measure High-Impact Marketing Strategies

Tools to track and measure:

- **A/B Testing Platforms** (e.g., Optimizely, VWO): Use to track the effectiveness of different marketing strategies and measure their impact on specific KPIs like conversion rates, lead generation, and customer retention.
- **Marketing Analytics Tools** (e.g., Google Analytics, SEMrush): Track the performance of implemented strategies and analyze data to measure their effectiveness.
- **Strategic Planning Software** (e.g., Miro, Monday.com): Utilize these tools for students or professionals to create strategic plans, which can then be reviewed for alignment with best practices.
- **Performance Review Forms**: Post-project reviews and evaluations based on the results and impact of their strategies using clear metrics such as ROI, customer lifetime value (CLV), and revenue growth.

4. Master Integrated Marketing Communications

Tools to track and measure:

- Customer Relationship Management (CRM) Software (e.g., Salesforce, HubSpot): Track how well participants integrate various communication channels and customer interactions to create a seamless message.
 - Multichannel Marketing Analytics Tools (e.g., Hootsuite, Sprout Social): Measure the effectiveness of cross-channel campaigns by analyzing customer engagement, message consistency, and brand recall across platforms.
 - Surveys and Focus Groups: Gather qualitative feedback from both students and target audiences to assess the effectiveness of integrated communication strategies.
 - Content Management Systems (e.g., WordPress, Mailchimp): Track content performance across various platforms to measure the consistency and impact of integrated messages.
- By leveraging these tools, the outcomes of making confident decisions, maximizing marketing synergies, crafting high-impact strategies, and mastering integrated communications can be measured and tracked effectively across both educational and professional settings.

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 societal goals.

Stages:

Formative Evaluation (Ongoing throughout the program):

Conducted at the end of each course to assess:

- a) Level 1 (Course Learning and Outcomes): Data sources include student performance, attrition rates, and course evaluations. A debriefing process will occur at the end of each term to inform and implement adjustments for future semesters.
- b) Level 3 (Student Satisfaction): Feedback from students will be collected and analyzed to enhance their overall experience and address any concerns in real-time.

Summative Evaluation (Upon cohort completion):

Conducted when a cohort finishes the program to assess:

- 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 understand the satisfaction levels of both students and stakeholders in relation to the program's delivery and outcomes.

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

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

Program	contribution of the program.
Description and Requirements	Levels:
Attach Documents	Course Learning and Course Outcomes: Evaluates the extent to which students are meeting the specific learning objectives of each course.

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		

Budget

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?

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

[Letter of support internal new concentrations.pdf](#)

[Re_ Gies new concentration proposals Library supportpdf.pdf](#)

Is this program requesting self-supporting status?

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.

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 all this new proposed concentration and has 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.

Credit Hours

Existing or repackaged curricula (Courses from existing inventory of courses):	Number of Credit Hours:	12 100	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:	12 100	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
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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.
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EP Documentation

EP Control Number	EP.25.070
Attach Rollback/ Approval Notices	

Non-EP Documentation

U Program Review
Comments

Rollback
Documentation and
Attachment

DMI Documentation

Attach Final [U Program Review Comments KEY 1290 11-22-2024.docx](#)
Approval Notices

Banner/Codebook
Name

Program Code:

Minor	Conc	Degree	
Code	Code	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	Mary Lowry (lowry) (11/22/24 9:45 am): U Program Review comments attached in DMI
Comments	Documentation section.
	Mary Lowry (lowry) (11/22/24 9:54 am): U Program Review comments attached in DMI
	Documentation section.
	Mary Lowry (lowry) (11/22/24 10:13 am): Rollback: Please see U Program Review comments
	attached