

**New Product Management  
AP/ADMS 4235 Section A  
Fall 2026**

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**COURSE OUTLINE**

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**Course instructor:** Pilar Carbonell-Foulquie

**Email address:** [pilarc@yorku.ca](mailto:pilarc@yorku.ca)

**Office hours:** The instructor is pleased to meet with students before or after class or by mutual agreement.

**Course times and locations:** Mondays 4-7 PM

**Location:** TBA

**LAND ACKNOWLEDGMENT**

York University recognizes that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit, and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

**COURSE OVERVIEW**

**Expanded course description**

In order to grow and survive in today's changing marketplace, companies must develop new products and services. However, innovation is risky, and a significant percentage of new products fail in the marketplace. Thus, what can we do to increase the odds of success of new products? This course answers the question by introducing you to proven innovation methods, principles and procedures to successfully develop and launch new products and services.

The course has a strong applied orientation. Students will have an opportunity to apply, practice and understand the principles and frameworks introduced in the course through discussions, exploratory learning exercises and a group project.

This course will benefit students interested in pursuing careers in new product development (NPD) management, general marketing and entrepreneurship.

**Prerequisites**

1) For students in an Honours program, 72 credits including AP/ADMS 2200 3.00, or 2) other students, a grade of C+ or better in AP/ADMS 2200 3.00. Course credit exclusions: None.

**Course objectives and learning outcomes**

The course is designed to help students:

- Analyze and articulate the factors that contribute to the success of new products from both project and organizational perspectives.
- Design structured processes for the development of innovative products and services.
- Develop strategies and initiatives that foster and maintain a culture of innovation within a business environment.
- Utilize industry best practices to select and manage a portfolio of new product development projects effectively.
- Discover and exploit various sources for generating innovative product ideas.
- Demonstrate proficiency in design thinking methodology.
- Construct detailed and persuasive business cases to support the funding of new product development initiatives.
- Apply different testing methodologies to evaluate product concepts, prototypes, and market readiness.
- Conduct sales forecasts for new product launches.
- Formulate strategies to facilitate the adoption of new products and mitigate resistance from customers.
- Present research findings clearly and persuasively in written reports and oral presentations.

### **Required course material**

Required course materials consist of a curated set of readings selected by the instructor.

All readings are available to students at no cost through the York University Libraries web portal, with the exception of the case *IDEO: Human-Centered Service Design*, which students can purchase from the Harvard Business Publishing website at an approximate cost of CAD \$6.45.

### **COURSE EVALUATION**

Students' grades will be based on the following assessments:

- |                       |     |
|-----------------------|-----|
| • Class participation | 17% |
| • Midterm exam        | 20% |
| • Final exam          | 20% |
| • Group project       | 43% |

#### **Class participation (17%)**

Participation is a core part of your learning in this course and is assessed through two components:

- General in-class participation: 13%  
Attendance, contribution to discussions, engagement with cases, professionalism, preparation, etc.
- In-class group project activities: 4%  
Three structured project-related activities completed during class.

#### General in-class participation (13%)

This component assesses your ongoing engagement with assigned readings, cases, assignments and in-class activities. In-class participation will be assessed weekly using the 0–4 scale

included below. Fractional scores (e.g., 3.1, 2.5) will be used to capture nuances in performance.

In-class participation is assessed primarily on demonstrated engagement with assigned readings, cases and assignments. While general comments, responses to impromptu questions, and participation in in-class exercises will earn you credits toward your weekly participation grade, these alone are not sufficient to earn an “Excellent” participation score.

To achieve a high participation grade, students must demonstrate clear evidence of preparation and thoughtful engagement with assigned readings, cases, and pre-work, including the ability to reference, apply, and build on these materials when answering questions and contributing to class discussion.

Scale to assess in-class participation

Absent	Student was not present for the session.
Minimal	Present but disengaged; little to no participation in discussion or activities; unprepared or passive.
Satisfactory	Limited or surface-level contributions during class discussion; partially completed or superficial responses to in-class activities; unclear signs of preparation.
Good	Prepared; demonstrates some engagement with assigned readings or cases; contributes relevant ideas to discussions; fully completes in class activities.
Excellent	Fully prepared; demonstrates deep understanding of the assigned material, contributes thoughtful, insightful comments that clearly draw or integrate concepts from the assigned material; advances in-class discussion without dominating it; demonstrates leadership or initiative; actively listens and builds constructively on others’ contributions.

On the first day of class, you will receive a name card with your first name. Please bring this card to every class and display it clearly so I can identify you and accurately credit your participation.

To participate in class discussions, raise your hand and wait to be given the floor.

Under normal circumstances, participation grades will be posted weekly. If you wish to have your participation mark reviewed, you must email the instructor within one week of the class in question and make a clear case with supporting evidence to justify the requested change (for example, noting a specific comment you made or an activity where you contributed meaningfully that may have been overlooked).

In keeping with York University Policy on missed coursework that allowed students two absences per 12-week term, grades for this component will be calculated after dropping your two lowest grades.

In-Class Group Project Activities (4%)

Students are expected to participate in three in-class group activities linked to the group

project. These activities are designed to provide dedicated time for teams to actively advance key components of their project. Only students that actively participate in these activities will receive a grade for this component.

Grades will be based on meaningful engagement with the activities and the quality of the output produced in class. It is expected that groups come prepared and ready to work during these sessions. There is no make-up option for missing class on the days these activities are scheduled.

**Midterm and final exams (20% each)**

Midterm and final exams will consist of a mix of mini cases, each with several applied questions. More information about these exams will be provided in class.

**Group project (43%)**

The group project is an opportunity for students to apply and practice the design thinking process. Students, working in groups of 5, will progress through the three key stages of design thinking to develop and refine a new product or service concept intended for the Canadian market. The project culminates in the development of a business case for the proposed concept.

The group project will be completed in three instalments over the course of the term. These instalments will be accompanied by a final group presentation. Detailed guidelines of these milestones are posted on eClass and will be reviewed in class prior to the due dates.

Peer evaluations

Peer evaluations will be used to calculate individual grades for group-project work. As a result of this process, some members may find that their grades will go up. Others may find that their grade will go down. All peer ratings are strictly confidential. This is a very important responsibility; please take it seriously and do a fair and honest job.

**WEEKLY SCHEDULE**

Session 1	Drivers of success for new product development (NPD) projects
Session 2	Drivers of NPD Success at the business level
Session 3	Sources of new product ideas
Session 4	Management of the NPD process and project selection
Session 5	Midterm exam
Session 6	Design thinking: Exploration
Session 7	Design thinking: Ideation, concept prototyping and testing
Session 8	Product use testing
Session 9	Market testing and sales forecasting
Session 10	Market launch: understanding customers' adoption and resistance to innovations
Session 11	Final exam
Session 12	Group presentations

## **COURSE AND UNIVERSITY POLICIES**

Please review the course policies in this section. All students are expected to familiarize themselves with the following information:

- [Student Rights & Responsibilities](#)
- [Academic Accommodation for Students with Disabilities](#)

**Class attendance:** It is strongly recommended that students attend all lectures to ensure successful achievement of the intended learning outcomes.

**Late submissions:** All project deliverables must be handed in on or before the due date. Late submissions for the group project will be penalized with a grade reduction of 5%, per hour late.

**Email communication:** For emails, please make sure that you include the course number on the email subject line (e.g. ADMS 4235). From Monday to Friday, students will normally receive an answer to their emails within 24 hours. Emails received during the weekend will be normally answered by the following Monday.

**Missed midterm exam:** In general, if you miss the midterm exam, you will write a cumulative final exam that will be worth 40% of the course grade.

**Missed final exam:** Deferred standing (DSA) may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <https://www.yorku.ca/laps/sas/academic-resources/deferred-exam-requests/>. No individualized communication will be sent by the School to the students (no letter or e-mails). Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not.

**Grades Release Dates (Grade Reports and Transcripts):** Grades submitted by an instructor are subject to review by the teaching unit in which the course is offered and by the Faculty Council or Faculty Committee on Academic Policy and Planning. Final course grades may be adjusted to conform to program or Faculty grades distribution profiles. Normally, grades appear on grade reports and transcripts as soon as they are submitted to the Registrar's Office.

**Reappraisals:** Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://www.registrar.yorku.ca/grades/reappraisal/index.htm>

## **Academic Integrity**

Academic integrity is a fundamental and important value of York University. To maintain a fair and honest learning environment, you are responsible for understanding and upholding academic integrity in all courses and academic activities. You are encouraged to connect with reliable [on-campus resources](#) that support your coursework and academic honesty. To better understand the serious consequences of breaching academic honesty policies, familiarize yourself with the [Senate Policy on Academic Conduct](#). You can learn more about upholding academic integrity in your courses by exploring [Guiding Principles for LA&PS](#) and [Academic Integrity for Students](#).

**Turnitin:** To promote academic integrity in this course, students will be normally required to submit their written assignments to Turnitin (via the course eClass) for a review of textual similarity and the detection of possible plagiarism. In so doing, students will allow their material to be included as source documents in the Turnitin.com reference database, where they will be used only for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin service are described on the Turnitin.com website.

## **Generative Artificial Intelligence (GenAI)**

Because Artificial Intelligence is now a common tool in education and professional settings, the expectation is not whether you use AI, but how you use it. In this course, AI must be used responsibly, transparently, and in a way that support your work, but never replace your research, evidence gathering, analysis or analytical thinking.

In keeping with this expectation, an AI penalty or bonus of -5 to 2 points will be applied directly to each of your group project deliverable grades based on how your group uses AI. Find more information about acceptable uses of AI by consulting the group project document.

## **Accessibility**

York University is committed to creating a learning environment which provides equal opportunity to all members of its community. If you anticipate or experience any barriers to learning in this course, please discuss your concerns with your instructor as early as possible. For students with disabilities, contact [Student Accessibility Services](#) to coordinate academic accommodations and services. Accommodations will be communicated to Course Directors through a Letter of Accommodation (LOA). Accommodations for tests/exams normally require three (3) weeks (or 21 days) before the scheduled test/exam to arrange.

## **Religious Observance Accommodation**

York University is committed to respecting the religious beliefs and practices of all members of the community and making reasonable and appropriate [accommodations to adherents for observances of special significance](#). Should any of the dates specified in this syllabus for course examinations, tests, or deadlines conflict with a date of religious significance, please contact the instructor within the first three (3) weeks of class. If the date falls within the formal examination periods, you must complete and submit a [Religious Accommodation for Examination Form](#) at least three (3) weeks before the start of the exam period.

## **Intellectual Property**

Course materials are designed for use as part of this particular course at York University and are the intellectual property of the instructor unless otherwise stated. Third-party copyrighted

materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian copyright law. Students may not publish, post on an Internet site, sell, or otherwise distribute any course materials or work without the instructor's express permission. Course materials should only be used by students enrolled in this course.

Copying this material for distribution (e.g., uploading material to a commercial third-party website) may lead to a charge of misconduct according to York's [Code of Student Rights and Responsibilities](#), the [Senate Policy on Academic Conduct](#), and/or legal consequences for copyright violations.

### **Student Support and Resources**

York University offers a wide range of student supports resources and services, including everything from writing workshops and peer mentorship to wellness support and career guidance. Explore the links below to access these on-campus resources:

- [Academic Advising](#) is available to provide students support and guidance in making academic decisions and goals.
- [Student Accessibility Services](#) are available for support and accessibility accommodation when required.
- [Student Counselling, Health & Wellbeing](#) offers workshops, resources, and counselling to support your academic success.
- [Peer-Assisted Study Sessions \(PASS\) Program](#) provides student study sessions for students to collaborate and enhance their understanding of course content in certain courses.
- [Student Numeracy Assistance Centre at Keele \(SNACK\)](#) supports students in courses involving math, stats, and Excel.
- [The Writing Centre](#) provides multiple avenues of writing-based support including drop-in sessions, one-to-one appointments, a Multilingual Studio, and an Accessibility Specialist.
- [Centre for Indigenous Student Services](#) offers a community space with academic, spiritual, cultural, and physical support, including writing and learning skills programs.
- [ESL Open Learning Centre \(OLC\)](#) supports students with building proficiency in reading, writing, and speaking English.