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## Proposal to the Senate Educational Policy Committee

**PROPOSAL TITLE:** *Revise the Undergraduate Core for all Bachelor of Science Degrees in Gies College of Business*

**SPONSOR:** *Kevin Jackson, Associate Dean of Undergraduate Affairs, 217.333-2740, [kjack@illinois.edu](mailto:kjack@illinois.edu).*

**COLLEGE CONTACT:** *Jeffrey Brown, Dean of Gies College of Business, 217.333-3322, [brownjr@illinois.edu](mailto:brownjr@illinois.edu).*

### BRIEF DESCRIPTION:

The Gies College of Business is proposing a set of curriculum revisions to its business core (i.e., courses required of all business students regardless of major) as part of a substantial review and revision to its business core. This proposal follows the approved changes in 2017-2018 for the business core curriculum added to the fy2018-2019 course catalog. As background, The College's strategic plan for 2014-2019 identified the undergraduate program as the "crown jewel" and a strategic priority for the College. In 2015, Dean Brown established an Undergraduate Curriculum Committee (UCC) to review the business core curriculum and to establish a curriculum that will meet 21<sup>st</sup> century needs for students and employers. The last major core curriculum review was about 20 years ago. The committee was comprised of faculty from each department and led by Professor Brooke Elliott. The original committee proposal included the components approved in 2017-2018 and the components included in this proposal. The original proposal was shared with the faculty, college departments, and departments likely to be impacted from outside of the College during the review process during the 2015-2017 academic years. It was designed to address a number of needs including the following:

- A need to create more common experiences during the students' academic program and a need to integrate curriculum to create meaningful content connections.
- Several competencies, content, and experiences that needed to be enhanced or included.
  - Business analytics (i.e., data acquisition, combination, evaluation, predictive modeling, and data visualization to address business challenges).
  - Professional skills development (i.e., project management; presentation, team, client-facing, and leadership skills; creating a narrative from data; and earlier exposure to the business majors).

- An Introduction to how the business functions are interconnected and work together from a systems perspective.
- Fundamentals of Operations Management - to ensure an understanding of the design, management, and improvement of business processes.

In the spring of 2017, we reduced the scope of the original business core proposal because of budget constraints and our recognition that an incremental approach to implementation could better facilitate success in this significant change to our curriculum. The first subset of changes received College approval and were submitted and approved by the respective Education Policy Committees. We anticipated the second set of business core changes (changes not included in the initial proposal submission) might be considered at a future time as dictated by the status of the College's strategic budgets (see Appendix A for the current business core effective in 2018-2019 catalog).

The final subset of business core changes included in this proposal was approved during the College's 2018 strategic budgeting process. The timing of the approval largely was attributable to reduced budget constraints associated with a significant gift to the College and the College's ability to attract and hire the appropriate faculty and staff to move our core changes forward.

In this proposal, the College seeks to further expand the common experience coursework beyond the BUS101 - Introduction to Professional Responsibility for freshmen and Business and BUS201 - Business Dynamics for sophomores. The junior and senior common experience courses proposed include Business in Action - BUS301 and BUS 401 - Business in a Global Perspective. Both courses will extend knowledge and skills acquired from BUS101 and BUS201 to provide a four-year common experience sequence for all students.

BUS301 - Business in Action is an experiential course designed to introduce students to the complexities of business by having student teams work with a real client on an organizational problem. Students will work with a client to identify, analyze, and present recommendations to solve a business challenge. BUS301 expands the College's leadership in action learning while providing students with an opportunity to grow their knowledge and professional skills.

BUS 401- Business in a Global Perspective will expose seniors to the complexities of the global business environment. Students will learn about the measurement and the diversity in markets, countries, trades, financial flows, political institutions, new economies and natural resources. Serving as a bookend to the BUS101 – Introduction to Professional Responsibility and Business course, it will broaden the concept of professional responsibility to understanding the consequences of business decisions on global stakeholders. While both courses will deliver content knowledge, professional skills, and real-world perspectives essential to develop business leaders, these courses also continue the common (cohort) experience to build community that aligns with the Gies College's values.

A third course to be added is BADM275 - Fundamentals of Operations Management. Operations Management is a common and standard business core course. Stakeholder feedback and review of our peer institutions confirmed there was a gap in this component of the business core. As business increasingly interconnects and as systems and operations drive economic

activity, students require an operations perspective with the essential knowledge and depth of understanding not currently provided.

Based on the curriculum committee's review of the business core, feedback from faculty, employers, and students, and to accommodate the above changes, the College also proposes the removal of ECON302 - Intermediate Microeconomics as a required business course for all business majors. However, the Finance department believes this course now should be included as part of the major electives for their students. It also should be noted that this change reflects a balancing of program needs. While ECON302 is an excellent course in its own right, it is not central to the business core goals for all business majors. Rather it best aligns to the needs of the finance major.

The implementation plan is to add these course changes to the 2019-2020 catalog for all incoming new students. As BUS301 - Business in Action, BUS 401- Business in a Global Perspective, and BADM 275 - Fundamentals of Operations Management are added to the curriculum, there will be a gradual reduction in enrollment demand for ECON302 - Intermediate Microeconomics as current students complete their degree requirements.

#### **JUSTIFICATION:**

The Gies College of Business is committed to investing in the undergraduate student learning experience to achieve its primary strategic objective to become a top undergraduate business program. As such, the College has extensively reviewed the landscape and trends of contemporary business and examined whether our current curriculum aligns with the direction of modern business. Led by the College's Curriculum Committee's assessment of student, alumni, and employer feedback, the committee came to several conclusions. First, globalization and interconnected networks have become the norm for both large and small organizations, creating a demand for employees who understand the global supply chain and networks for supplies and products. Second, technology, big data, new knowledge, and workforce diversity have driven organizations to rely on integrated teams of specialists across units. Third, fluid and adaptive structures necessitate business professionals have technical expertise, but also excellent team, leadership, and professional skills for managing and leading in ambiguous environments. Finally, higher education continues to trend toward experiential pedagogies and a more direct focus on theory application for student learning.

In addition, there has been a pedagogical shift in course alignment and structure from a more a hierarchical, pyramid approach to a more parallel, vertical approach with core courses delivered across all four years. Increasingly there is a need to blend general education, business core, and major requirements across all four years. This shifting in structure provides students the opportunity to connect their learning across their studies. With the inclusion of a BUS301 and BUS401 common courses, this proposal incorporates such components into a more definitive four-year experience.

The addition of our three proposed courses will allow the College to deliver content, skills and experiences that currently are not being delivered to our students. Each course is designed to address the conclusions from the curriculum committee's review and will allow the College to educate students to meet the needs of an evolving business environment. Moreover, the

proposed additions to the common core sequence (i.e., BUS301 and BUS401) further advances the College's focus on providing common experiences that foster community while meeting our commitment to pursue a Gies College experience for students that leads in curriculum innovation. For additional information see Appendix B for the catalog courses descriptions and Appendix C for proposed course sample syllabi. Each course syllabus has been approved by the appropriate College faculty oversight body.

**BUDGETARY AND STAFF IMPLICATIONS:** *(Please respond to each of the following questions.)*

1) Resources

- a. How does the unit intend to financially support this proposal?

Enhancing the undergraduate program is a top strategic priority for the Gies College of Business. Although this curriculum change requires a net expenditure of resources (i.e., the additional tuition revenue generated is less than the cost of delivering these programs), the College has made strategic budget allocations to support these investments in a sustainable manner. Part of the costs are offset by incremental undergraduate tuition revenue that will flow to the College as a result of some increase in instructional units. Remaining costs are funded from a combination of revenue from program realignments, the College's other revenue-producing programs and private philanthropy. No additional resources are being requested from campus specifically to support this program.

- b. How will the unit create capacity or surplus to appropriately resource this program? If applicable, what functions or programs will the unit no longer support to create capacity?

The College has a rigorous annual strategic planning and budgeting allocation process in place that drives our strategic priorities while also strengthening our financial position. The rolling, multi-year strategic plan and associated budget models acknowledge the additional faculty and staff required to implement this curriculum change.

- c. Will the unit need to seek campus or other external resources? If so, please provide a summary of the sources and an indication of the approved support.

No, the College will not need to seek other campus resources. (See response to item 1b above).

- d. Please provide a letter of acknowledgment from the College that outlines the financial arrangements for the proposed program.

Two letters of acknowledgement are included (see Appendix D)

2) Resource Implications

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

The implementation plan shows a gradual increase in FTE faculty to teach the full program from FY2020 until FY2024 as new freshman, intercollegiate transfers, and off-campus transfers join the College. There will be a decrease in enrollment demand in the department of Economics, as

the required enrollment in ECON302 - Intermediate Microeconomics will be removed from the business core. Some enrollment will remain given the inclusion of ECON302 as a major elective in the finance program. As part of the planning and review process, given its experiential design, BUS301-Business in Action has been repeatedly piloted to ensure the experiential learning model was pedagogically sound and viable to scale access to all students.

The BUS401 course has an instructor champion who is a current faculty member, but has not yet been piloted. Pilot sections of BUS401 are expected to commence during the 2019-2020 academic year; because the course is a cohort course for seniors, students will not be required to enroll as part of the curriculum until the 2021 academic year.

Two oversight mechanisms are being established to monitor and to offer faculty counsel and guidance for BUS301 and BUS401. The BUSx01 Oversight Team will consist of a faculty member from each Gies College of Business academic department and the Associate Dean of Undergraduate Affairs. A BUSx01 Instructor Team already meets monthly to coordinate content and share best practices across the cohort courses (this includes BUS101 and BUS201).

For BADM 275, the Business Administration Department will provide oversight within their current assessment and monitoring structure.

- b. Please address the impact on course enrollment in other units and provide an explanation of discussions with representatives of those units.

As the curriculum committee conducted its review and planning over the last several years, communications regarding the impact on other campus units were established throughout the review and proposal process (see Appendix D for letters of acknowledgment).

The College recognizes the proposed changes result in a shift in total credits delivered by the College. The proposed changes are driven by the needs of our students, employers and the changing and competitive landscape for business education. These changes are also in line with a commitment by business schools and its accreditation (i.e., AACSB) to ensure a broad-based education rooted in a strong university education. Of the total business core requirements, including those proposed in here, five of the business core courses are delivered by departments outside of the College. Of the 124 total degree credits required of all business majors, 47-49 percent of all courses are delivered by departments outside of Gies College of Business.

- c. Please address the impact on the University Library.

The College will work in collaboration with the Library regarding potential future datasets needed for the new business core. We expect no significant changes in library resources needed as a result of these changes proposed to the business core curriculum.

- d. Please address the impact on technology and space (e.g. computer use, laboratory use, equipment, etc.)

For the College, there is an anticipated need to schedule additional classrooms, as the additional courses are added and class sizes are reduced in some core courses as compared to the current

curriculum. We foresee all courses offered as part of the curriculum change to be taught in facilities currently used for business courses (i.e., Business Instructional Facility and Wohlers Hall). Planning for changes in classroom needs is ongoing.

**For new degree programs only: N/A**

- 3) Briefly describe how this program will support the University's mission, focus, and/or current priorities. Include specific objectives and measurable outcomes that demonstrate the program's consistency with and centrality to that mission.
- 4) Please provide an analysis of the market demand for this degree program. What market indicators are driving this proposal? What type of employment outlook should these graduates expect? What resources will be provided to assist students with jobplacement?
- 5) If this is a proposed graduate program, please discuss the programs intended use of waivers. If the program is dependent on waivers, how will the unit compensate for lost tuition revenue?

**DESIRED EFFECTIVE DATE:**

Students joining the University in fall 2019 and in subsequent years will be subject to the proposed new core requirements according to their catalog year.

To effectively implement the new business core requirements, the implementation plan schedule will result in a phased in and out cycle of course sections needed across the changes. Three factors will impact the changing enrollment demand: 1) student utilization according to their year in school, 2) varying demand based on entry as freshman (approximately 580 each year), inter-college transfers (approximately 210 each year) who enroll in the College in the sophomore year, and off-campus transfers (approximately 80 each year), many who first enroll in the College during their junior year. For the current students, enrollment demand will decrease for ECON302 in the years following the academic year 2019-2020. Demand for BUS301 and BUS401 will impact students in their junior and senior years. BADM275 will have enrollment primarily during the students' sophomore or junior year. We have planned for offering each course, including the number of sections per semester, over the next five years beginning in the 2019-2020 academic year.

**STATEMENT FOR PROGRAMS OF STUDY CATALOG:** *(All proposals must include either a new or revised version of the entry in the Programs of Study Catalog, if applicable. Entries will be published as approved by the Senate. Future changes in the statement for Programs of Study Catalog which reflect changes in the curriculum, must go through the normal review process at the appropriate levels.)*

See Appendix E for Edited Catalog Copy

**CLEARANCES:** (Clearances should include signatures and dates of approval. **These signatures must appear on a separate sheet.** If multiple departments or colleges are sponsoring the proposal, please add the appropriate signature lines below.)

Signatures:

  
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Unit Representative:

March 11, 2019  
\_\_\_\_\_

Date:

  
\_\_\_\_\_

College Representative:

March 18, 2019  
\_\_\_\_\_

Date:

\_\_\_\_\_  
Graduate College Representative:

\_\_\_\_\_  
Date:

\_\_\_\_\_  
Council on Teacher Education Representative:

\_\_\_\_\_  
Date:

## APPENDIX A

### COMPARISON OF CURRICULA

#### New Business Core Curriculum Overview

Changes underlined reflect the changes in the core requirements effective fall 2018; changes in bold reflect the proposed changes:

#### COURSES ADDED

##### **Common Experience**

##### **Courses**

BUS 101 - Professional Responsibility and Business - Revised Only

BUS 201 - Business

Dynamics

**BUS 301 - Business in**

**Action**

**BUS 401 – Business in a Global Perspective**

##### **Disciplinary Foundation Courses**

BADM 210 - Business Analytics I

BADM 211- Business Analytics II

**BADM 275 - Fundamentals of Operations Management**

#### COURSES

##### REMOVED

MATH 125 - Linear Algebra

ECON 202 - Economics Statistics I

ECON 203 - Economics Statistics II

**ECON 302 - Intermediate Microeconomics**

<b>CURRENT UNDERGRADUATE CORE CURRICULUM</b>					
<b>Effective Academic Year 2018-2019</b>					
	<b>COMMON EXPERIENCE CORE</b>	<b>CREDITS</b>	<b>DISCIPLINARY FOUNDATION: NON-COMMON EXPERIENCE CORE</b>		<b>CREDITS</b>
<b>YEAR 1</b>	BUS101 - PROFESSIONAL RESPONSIBILITY AND BUSINESS	3	MICROECONOMICS	ECON102	3
			MACROECONOMICS	ECON103	3
			PUBLIC SPEAKING	CMN101	3
			CORPORATE FINANCE	FIN221	3
			CALCULUS	MATH234 (or MATH220 or MATH221)	4
			INTRO. TO COMPUTING: NON-TECHNICAL	CS105	3
<b>YEAR 2</b>	BUS201 - BUSINESS DYNAMICS	3	BUSINESS ANALYTICS I	BADM 210	3
			BUSINESS ANALYTICS II	BADM 211	3
			INTERMED. MICROECONOMICS	ECON302	3
			ACCOUNTANCY I	ACCY 201	3
			ACCOUNTANCY II	ACCY 202	3
					3
<b>YEAR 3</b>			THE LEGAL ENVIRONMENT OF BUS.	BADM300	3
			MANAGEMENT & ORGANIZATIONAL BEH.	BADM310	3
			PRINCIPLES OF MARKETING	BADM320	3
<b>YEAR 4</b>			BUS. POLICY AND STRATEGY	BADM 449	3
<b>TOTAL REQUIRED BUSINESS CORE CREDITS</b>					<b>52</b>

PROPOSED BUSINESS UNDERGRADUATE CORE CURRICULUM Effective 2019-2020					
	COMMON EXPERIENCE CORE	CREDITS	DISCIPLINARY FOUNDATION: NON-COMMON EXPERIENCE CORE		CREDITS
<b>YEAR 1</b>					
	BUS101 - PROFESSIONAL RESPONSIBILITY AND BUSINESS	3	MICROECONOMICS	ECON 102	3
			MACROECONOMICS	ECON 103	3
			PUBLIC SPEAKING	CMN 101	3
			CORPORATE FINANCE	FIN 221	3
			CALCULUS	MATH 234 (or MATH 220 or MATH 221)	4
			INTRO. TO COMPUTING: NON-TECHNICAL	CS 105	3
<b>YEAR 2</b>					
	BUS201- BUSINESS DYNAMICS	3	ACCOUNTANCY I	ACCY 201	3
			ACCOUNTANCY II	ACCY 202	3
			BUSINESS ANALYTICS I	BADM 210	3
			BUSINESS ANALYTICS II	BADM 211	3
<u>Remove</u>			<u>INTERMED. MICROECONOMICS</u>	<u>ECON 302</u>	
<b>Add</b>			<b>FUNDAMENTALS OF OPERATIONS MNGT</b>	BADM 275	<b>3</b>
<b>YEAR 3</b>					
			THE LEGAL ENVIRONMENT OF BUS.	BADM 300	3
<b>Add</b>	<b>BUS301 - BUSINESS IN ACTION</b>	<b>3</b>	MANAGEMENT & ORGANIZATIONAL BEH.	BADM 310	3
			PRINCIPLES OF MARKETING	BADM 320	3
<b>YEAR 4</b>					
<b>Add</b>	<b>BUS401 - BUSINESS in a GLOBAL PERSPECTIVE</b>	<b>3</b>	BUSINESS POLICY AND STRATEGY		3
	<b>TOTAL FY18-'19 CURRENT CORE CREDITS</b>				<b>52</b>
	<b>TOTAL FY19-'20 NEW CORE CREDITS</b>				<b>58</b>

## **APPENDIX B: Catalog Descriptions**

### **BUS 301 - Business in Action, 3 Credit Hours**

Introduces students to the complexities of business by working on a real organizational problem with an actual client. Students will work with a client to identify, analyze, and present recommendations to solve an organizational problem. The course will require students to apply problem-solving skills to uncertain situations as well as build and manage a professional team. Prerequisite: BUS 201.

Prerequisite: BUS101- Introduction to Business Professional Responsibility, BUS201-Business Dynamics

### **BUS 401- Business in a Global Perspective, 3 Credit Hours**

Provides Gies College of Business seniors with an in-depth examination of the contemporary global business. Emphasis is placed on measuring and understanding the scale and rates-of-change of economic activities that affect and are affected by business. Accounting concepts are extended to countries, resources, and other dimensions of well-being. Technological and conceptual limitations will be critically examined. Students will be exposed to cutting-edge research that seeks to improve and deepen measurement of today's business environment. Credit will not be given for BADM 380 if taken concurrently or subsequently to BUS 401.

Prerequisite: BUS101-Introduction to Business Professional Responsibility, BUS201-Business Dynamics, BUS301-Business Dynamics

### **BADM 275 Fundamentals of Operations Management, 3 Credit Hours**

Operations Management is about developing, producing, and delivering goods and services that meet and exceed customer expectations. In this course, students will be introduced to decision making frameworks and techniques for effectively and efficiently managing operations through coordinated efforts across different organizations in a supply chain and across multiple areas within an organization. These multiple areas could be consumer analytics, research and development, finance, engineering, marketing, human resource management, sourcing, information systems, logistics, and accounting.

Prerequisite: Gies Business student with Sophomore Standing

## APPENDIX C: Detailed Course Information

### Proposed Syllabus for BUS 301 – Business in Action

Credits: 3 Hours

Prerequisite: BUS101 – Introduction to Professional Responsibility and Business, BUS 201 – Business Dynamics

## BUS 301 – Business in Action

### Course Information

Professor:	Michael Bednar	Office Hours:	By appointment
Office Phone:	217.244.0330		
Email:	<a href="mailto:mkbednar@illinois.edu">mkbednar@illinois.edu</a>	Office Location:	343H Wohlers Hall

### Course Overview / Objectives

This course is all about learning by doing. It is designed to give you a real-world experience as you work in a team with a real organization to help solve a problem the organization is facing. In class, we will help you gain the skills you will need to successfully complete the project. If you work hard in this class, you will have a compelling story to tell as you interview for internships and jobs and you will gain skills that will help you succeed in your career. After completing this course, you should be able to:

**1. WORK IN A TEAM**

You will learn and apply strategies to build and maintain a high-performing team. Your team will consist of 5-6 team members.

**2. SOLVE A PROBLEM**

You will learn a methodology and build a toolbox for solving complex problems to help you successfully solve the challenge facing your organization.

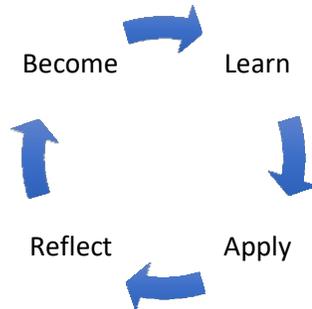
**3. SELL YOUR SOLUTION**

You will learn to effectively manage a client relationship and present your recommendations to your client in a compelling way.

### Course Format

Because this is a “learning by doing” course, it requires your active involvement. You are expected to come prepared to class each day and to complete assignments in a professional and timely way. On Tuesdays of most weeks, we will discuss various aspects of managing your project and you will learn skills that you will need to be successful. On Thursdays, you will then be able to apply what you are learning to your specific project as

you work together in your teams with coaching from professors. You will have periodic opportunities to reflect on your experience and think about what you have learned. Ultimately, the class is designed to help you to *become* a more successful problem solver and business professional.



## Evaluation & Grading

Your final grade in the course will be based on the following components:

Assignments	%	Points
<i>Individual Assignments</i>		
Class Participation	5	10
Quizzes	10	20
3 Reflection Essays (5% each)	15	30
Midpoint Peer Evaluation	5	10
<i>Group Assignments</i>		
Project Deliverables		
Team Charter	5	10
Client Fact Pack	5	10
Engagement Agreement	5	10
Issue tree	5	10
Project Plan (turn in every week)	5	10
Midpoint Presentation	10	20
<i>Group Assignments with Individual Grades</i>		
Executive Summary/Analysis	10	20
Final Presentation/Deliverable	20	40
Final Peer Evaluation	*	*
<b>Total:</b>	<b>100%</b>	<b>200</b>

\*Your Final Peer Evaluation will be factored into your Final Presentation and Executive Summary score. See explanation below.

### CLASS PARTICIPATION & COURSE VIDEOS

In-class discussions will be a valuable part of the learning process during the semester. You have a responsibility to come to class each day prepared to make valuable contributions. Attendance is tracked. In addition, this course follows a “flipped” approach in which you will watch videos before each class session and come prepared to discuss the content of those videos in class. The videos were created by Gies faculty, alumni and topic experts to help you succeed in your project

## **QUIZZES**

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There will be in-class quizzes based on the theories and principles taught in this course. Quizzes may come from videos, readings or other materials covered in the course.

## **REFLECTION ESSAYS**

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You will write **three** reflection essays during the semester. These assignments help you to record what you have learned and are an important part a part of the learning process.

In your **first reflection essay**, you will address the following question: Based on your experience so far in this class, what have you learned about (1) Working in a team, (2) Solving a problem and (3) Selling your solution? The purpose of this reflection is not to repeat what you learned in a video, but to share insights and examples that are personal and specific.

In your **second reflection essay**, you will address the following question: How have you applied what you have learned in the three key areas, (1) Working in a team, (2) Solving a problem and (3) Selling your solution? The purpose of this reflection is to share what you do differently now because of what you have learned. How have your behavior and actions changed as a result of what you have learned? Share any anecdotes or experiences that demonstrate this change.

In your **third reflection essay**, you will address the following question: What have you become as a result of what you have learned and applied? In this essay, you may talk about how you are a different person from the beginning of the semester. You might talk about how this experience has changed your perspective on working with others, managing a client or other aspects of your life, such as your career plans, which subjects you enjoy learning about, leadership capabilities, etc. In this essay, we want you to reflect on the skills that you have gained that will apply to your studies or your career. Share any personal anecdotes and experiences that help demonstrate who you have become as a result of this experience.

Each reflection essay should contain 500-750 words. More important than reaching a word count is being thoughtful and reflective in your essay.

## **PROJECT DELIVERABLES**

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To assist you in your project, there will be a series of deliverables that you will be required to turn in during the course of the semester including:

- Team Charter (5%)
- Client Fact Pack (5%)
- Engagement Agreement (5%)
- Issue tree (5%)
- Project Plan (5%)
- Midpoint Presentation (10%)
- Executive Summary/Analysis (10%)
- Final presentation (20%)

\*Note about all project deliverables. You will need to upload these files to BOTH EduSourced and Compass to get full points.

\*Note about the Project Plan: After you submit your first Project Plan, you will submit an updated Project Plan each week until the end of the semester. Project Plans are meant to be a living document – based on your client meetings and progress of the project, it is critical to regularly update your plan so that you and the client are on the same page about meeting your deadlines. There is only ONE Project Plan assignment on Compass. Each week, you will submit a new version to that same Compass assignment. The professor can see the number of submissions you have uploaded and review each one separately.

## **PEER EVALUATION**

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A significant portion of your grade in this class is determined by peer evaluations. In your career, you will regularly work in a team setting. Your ability to succeed, get promoted and even enjoy your job will be based on your ability to work effectively in a team, respond positively to feedback, and help those around you be successful. You will take two peer evaluations during the semester.

*First Evaluation:* After your midpoint presentation, you will complete an online evaluation of yourself and of each team member. You will then have the chance to see the results and make adjustments as needed. Your grade for this assignment is determined by whether you complete the evaluation or not. If you complete it, you receive full points. Your grade is not determined by the score you receive from your peers.

*Second Evaluation:* After your final client presentation, you will complete a second evaluation of yourself and of each team member. The score you receive for this assignment will determine the final score you receive for your Final Presentation and Executive Summary. Specifically, your individual score on the final presentation and executive summary will be reduced by 1% for each point below 90 on your average peer evaluation score. For example, if your team receives a grade of 93% on the final presentation and your average peer evaluation score is 85, your individual grade on the final presentation will be reduced by 5% to 88%.

## **Additional Information**

### **EDUSOURCED**

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In this course, you will use a project management platform called EduSourced. The platform allows you to more efficiently manage your project and team. Your client has access to EduSourced, as does your Senior Manager. Your group is responsible for updating your project milestones and for uploading project documents to the platform.

A short video tutorial of EduSourced is available on the Compass course page.

## **ROLE OF SENIOR MANAGERS**

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Each team will have an experienced MBA student who will serve as the senior manager for your team. These MBA students are trained and selected through an application process to serve in this role. The senior manager is required to meet with your team regularly throughout the semester and will give feedback on each of your deliverables throughout the course.

## **PROJECT ASSIGNMENTS**

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During the first week of class, you will receive a survey from EduSourced in which you can rank order your project preferences. These preferences will be considered, along with your declared major and demographic information in determining your team assignments. Note that your preferences do not guarantee placement on your preferred project. We encourage you to choose the projects based on your level of interest for the project and by thinking about the skills that you may be able to provide and develop through your experience with a particular organization. We have found that motivated and hard-working students can have great experiences regardless of the nature of the project they are working on. Team assignments will be made based on the criteria above and in a way that creates a balanced teams with a variety of skills and backgrounds.

## **HELPFUL RESOURCES**

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Over time, this section will include resources that will be helpful for the students including information about the Library, the Market Information Lab, and other college and campus resources that students can utilize.

### **Academic Integrity and Other Course Policies**

By enrolling in this class, you indicate that you have read, understand, and will abide by the University's policies regarding academic integrity and dishonesty (<http://www.admin.uiuc.edu/policy/code>). Penalties for violations can include a zero on an assignment, failure of the course, or expulsion from the university.

Turn off your cell phone so it does not disrupt the class.

During class discussions, put your laptops away and focus on participating in class.

### **Request for Special Accommodation**

We are committed to providing a learning environment where our students can succeed. If you require special accommodations, please contact us and the Disability Resources and Educational Services (DRES) as soon as possible. To contact DRES, you may visit 1207 S. Oak Street, Champaign, call 217.333.4603, or email [disability@illinois.edu](mailto:disability@illinois.edu). We will try to meet all accommodations once the process has started. Please note

accommodations are not retroactive to the beginning of the semester, but begin the day you contact your professor with a current letter of accommodation from DRES.

## Building Emergency Action Plan (BEAP)

The **BEAP** has two basic options:

- 1) **The GET OUT Option:** Get out of the classroom and go to the primary evacuation location listed below unless it is not feasible to go there, in which case you would go to the secondary location listed below.
  - a) The primary evacuation location for BIF is 100 Huff Hall (Main Gym) and the secondary is the Law Building Pederson Pavilion.
  - b) The primary evacuation location for Wohlers Hall is the Deloitte Auditorium (1001 BIF) and the secondary is the Law Building Pederson Pavilion.
- 2) **The STAY INSIDE Option:** Stay in the classroom if the situation requires shelter or if it is not safe to leave your space. In case of tornados, the basement of Wohlers is the nearest tornado shelter.

Both options are dependent upon the situation and should be followed if safe to do so.

## Run > Hide > Fight

Emergencies can happen anywhere and at any time. It is important that we take a minute to prepare for a situation in which our safety or even our lives could depend on our ability to react quickly. When we're faced with almost any kind of emergency – like severe weather or if someone is trying to hurt you – we have three options: Run, hide or fight.



### Run

**Leaving the area quickly is the best option if it is safe to do so.**

- ▶ Take time now to learn the different ways to leave your building.
- ▶ Leave personal items behind.
- ▶ Assist those who need help, but consider whether doing so puts yourself at risk.
- ▶ Alert authorities of the emergency when it is safe to do so.



### Hide

**When you can't or don't want to run, take shelter indoors.**

- ▶ Take time now to learn different ways to seek shelter in your building.
- ▶ If severe weather is imminent, go to the nearest indoor storm refuge area.
- ▶ If someone is trying to hurt you and you can't evacuate, get to a place where you can't be seen, lock or barricade your area if possible, silence your phone, don't make any noise and don't come out until you receive an Illini-Alert indicating it is safe to do so.



### Fight

**As a last resort, you may need to fight to increase your chances of survival.**

- ▶ Think about what kind of common items are in your area which you can use to defend yourself.
- ▶ Team up with others to fight if the situation allows.
- ▶ Mentally prepare yourself – you may be in a fight for your life.

Please be aware of people with disabilities who may need additional assistance in emergency situations.

## Course Schedule

### MODULE 1 – LEARN THE BUSINESS

**August 28<sup>th</sup>**

---

#### **Session 1: Class Kickoff**

*Objectives:*

1. Set expectations for the semester
2. Introduce problem solving methodology
3. Client introductions

*Assignments:*

**Watch:** session 2 videos from Compass

**August 30<sup>th</sup>**

---

#### **Session 2: Understanding Organizations**

*Objectives:*

1. Learn framework to think about organizations in different ways (i.e. rational, natural, open system)

*Assignments:*

**Submit:** project preferences before noon on Friday

**Read:** Haas, M. & Mortensen, M. 2016. The Secrets of Great Teamwork. *Harvard Business Review*, 94(6): 70-76.

**Watch:** session 3 videos from Compass

**September 4<sup>th</sup>**

---

#### **Session 3: Creating a Successful Team**

*Objectives:*

1. Receive project and team assignments
2. Set expectations and norms for your team

*Assignments:*

**Begin:** team charter

**Begin:** client fact pack

**Sign:** client NDA

**Upload:** team schedule on Edusourced

**Watch:** session 4 videos from Compass

## MODULE 2 – FRAME THE PROBLEM

**September 6<sup>th</sup>**

---

### **Session 4: Build a Good Client Relationship and Define the Problem**

*Objectives:*

1. Learn how to make a good first impression with your client
2. Clarify the scope of your project

*Assignments:*

**Begin:** Engagement Agreement

**Send:** team bios to client

**Schedule:** initial client call

**Watch:** session 5 videos from Compass

**September 11<sup>th</sup>**

---

### **Session 5: Discovering, Defining and Breaking Down the Problem**

*Objectives:*

1. Learn how to define the problem, differentiate symptoms vs. root causes, and break down the problem using an issue tree

*Assignments:*

**Turn in:** Engagement Agreement

**Begin:** Issue tree

**September 13<sup>th</sup>**

---

### **Session 6: Issue Tree Presentation and Project Plan Intro**

*Objectives:*

1. Teams will present their issue trees and get feedback from professors and peers
2. Introduction to project plans

*Assignments:*

**Turn in:** team charter

**Turn in:** client fact pack

**Watch:** session 7 videos from Compass

## MODULE 3 – COLLECT AND ANALYZE THE DATA

### September 18<sup>th</sup>

---

#### Session 7: Build a Project Plan / Research

*Objectives:*

1. Create a project plan based on your issue tree
2. Learn about different types of research

*Assignments:*

**Turn in:** issue tree

**Begin:** Project plan

**Schedule:** Initial meeting with librarian

**Watch:** session 8 videos from Compass

### September 20<sup>th</sup>

---

#### Session 8: Get Work Done in a Team

*Objectives:*

1. Assess your own team's effectiveness and how to improve

*Assignments:*

**Turn in:** Initial project plan

**Begin:** Reflection Essay #1

### September 25<sup>th</sup> & 27<sup>th</sup>

---

#### Sessions 9 & 10: In-class work time

*Objectives:*

1. Work in groups to collect data and move forward with your projects

*Assignments:*

**Turn in:** Reflection essay #1

**Turn in:** Updated project plan

**Watch:** videos from Compass

### October 2<sup>nd</sup> & 4<sup>th</sup>

---

#### Sessions 11 & 12: Identifying Insights from Data

*Objectives:*

1. Teams discuss what data they have collected so far and what it means

*Assignments:*

**Watch:** session 11 videos from Compass

**Schedule:** Midpoint presentation with client

**Turn in:** Updated project plan

## **October 9<sup>th</sup> & 11<sup>th</sup>**

---

### **Sessions 13 & 14: Creating a Storyboard**

*Objectives:*

1. Learn to present your ideas in a compelling way

*Assignments:*

**Watch:** videos from Compass

**Turn in:** Updated project plan

## **October 16<sup>th</sup> & 18<sup>th</sup>**

---

### **Sessions 15 & 16: In Class Presentations**

*Objectives:*

1. Practice mid-point presentation and get feedback from peers

**Deliver:** Dry run presentation with senior manager

**Deliver:** Mid-point presentation to client

**Complete:** Peer Evaluation

**Watch:** videos from Compass

**Turn in:** Updated project plan

## **October 23<sup>rd</sup> & 25<sup>th</sup>**

---

### **Sessions 17 & 18: Working with Conflict**

*Objectives:*

1. Review results of peer feedback
2. Learn how to give and receive constructive feedback

*Assignments:*

**Begin:** Reflection Essay #2

**Watch:** videos from Compass

**Turn in:** Updated project plan

## **October 30<sup>th</sup> & November 1<sup>st</sup>**

---

### **Sessions 19 & 20: Managing Scope Change**

*Objectives*

1. Know how to deal with any changes in expectations from your client

*Assignments:*

**Watch:** videos from Compass

**Turn in:** Updated project plan

**November 6<sup>th</sup> & 8<sup>th</sup>**

---

**Session 21 & 22: Group work days during class**

*Objectives*

1. Continue to make progress on final presentations

*Assignments:*

**Watch:** videos from Compass

**Turn in:** Updated project plan

**November 13<sup>th</sup> & 15<sup>th</sup>**

---

**Sessions 23 & 24: Creating Lasting Change**

*Objectives*

1. Understand models of organizational change and how you can use them to help create meaningful change for your client

*Assignments:*

**Watch:** videos from Compass

**Turn in:** Updated project plan

**November 20<sup>th</sup> and 22<sup>nd</sup>**

---

**NO CLASS – THANKSGIVING BREAK**

**MODULE 4 – DEVELOP AND DELIVER THE SOLUTION**

**November 27<sup>th</sup> & 29<sup>th</sup>**

---

**Sessions 25 & 26: Compelling Presentations**

*Objectives:*

1. Learn to present information in a professional and compelling manner

*Assignments:*

**Watch:** videos from Compass

**Turn in:** Updated project plan

**December 4<sup>th</sup> & 6<sup>th</sup>**

---

**Sessions 27 & 28: In-class presentations**

*Objectives:*

1. Practice final presentation and get feedback from professors and peers

*Assignments:*

**Turn in:** Final project plan

**December 11<sup>th</sup>**

---

**Session 29: Course wrap up**

*Objectives:*

1. Discuss key learnings from the semester.
2. Make final preparations for client presentation

**December 13<sup>th</sup>**

---

**NO CLASS – READING DAY**

*Assignments:*

Deliver final presentation to client before December 20<sup>th</sup>

**Turn in:** final deliverables (presentation, write up) by December 20<sup>th</sup>

**Turn in:** final peer evaluation

**Turn in:** final reflection essay (after final presentation)

# Proposed Syllabus for BUS 401 - Global Business Perspective

## Introduction:

The Business 401 (“BUS 401”) “Senior-Year Experience” that the Gies College of Business plans to launch in the spring semester of 2021 represents the fourth and final component of the college’s 3-credit core courses. Business 101 (Year 1 core course) introduces first-year students, including transfer students, to professional responsibility at the personal, organizational, and societal levels. Business 201 (Year 2 core course) is comprised of a semester-long data analytics simulation experience; Business 301 (Year 3 core course) provides students the opportunity to consult as teams with approximately 150 companies in the U.S. and overseas. BUS 401 serves as a book-end to BUS 101, circling back to some of the critical topics visited in the Freshmen core course (i.e., value systems, ethical behavior norms) while introducing the key constructs of the course.

## Course Description and Objectives:

The University of Illinois at Urbana-Champaign has recently launched its strategic plan for the next five years. Among its stated goals are to “integrate and emphasize global perspectives within our learning environment,” “develop global awareness and cultural competency,” as well as to “prepare students for living in a diverse, globally minded society.” Business 401 not only addresses these objectives but also those of the Gies College of Business: to deliver an excellent undergraduate experience that teaches global diversity, that empowers students to find and follow their career path, and that guides graduating seniors toward their higher order purpose.

Specifically, Business 401 provides Gies College of Business seniors with an in-depth examination of the contemporary global economy. Emphasis is placed on measuring and understanding the scale and rates-of-change of economic activities that affect and are affected by business. Accounting concepts are extended to countries, resources, and other dimensions of well-being. Technological and conceptual limitations will be critically examined. Students will be exposed to cutting-edge research that seeks to improve and deepen measurement of today's business environment.

## Prerequisites:

BUS 101, BUS 201, BUS 301

## Course Contact Hours and Structure:

One 90-minute lecture per week (1 section X 900 students) featuring the primary instructor and guest speakers. One electronically delivered 50-minute section meeting per week with section leaders (synchronously). Four Design Thinking workshops of varying

contact hour duration (average 4-hr. workshops). Videos or other on-line assigned material will be used.

The class will be offered in spring semester only. Credit: 3 hours

## Course Format and Assessment:

The course has three main parts (together with introductory and concluding modules). As described in the outline below, the first part establishes a baseline of factual knowledge about today's global economy; the second part critically examines conceptual and practical issues with measurement of economic activities and incorporates some of the themes of Business 101; the third part implements Design Thinking workshops to allow students to reflect back on their time at Gies and to visualize their future working and personal lives after graduation. See Figure 1 for a conceptualization of how the three parts complement one another.

Student assessment for Parts I and II will be by means of online written assignments following a template (based on weekly readings in *The Economist*), and various electronic short quizzes to encourage quantitative thinking about the scales of scales of economies, industries, linkages, and flows. There will also be one written, face-to-face exam that will cover material from textbook readings and from lectures. For the Design Thinking workshops (Part III) several written deliverables will be required.

There is no team-based project for this course. Students will work together in their sections with their section leaders weekly, but collaboration will not be formalized or graded. The rationale for foregoing a team-based project is twofold. First, the required Sr. year capstone course also requires a final team presentation and report and many Gies students take that very demanding course in the spring semester. Second, as students are on the cusp of transitioning from college to their new lives, it seems wise to conclude this Senior Year Experience course with reflective, human-centered workshops.

## Key Learning Goals and Objectives:

- A. Instill a baseline knowledge of facts of the world economy and major trends impacting business.
- B. Stimulate analysis of deeper issues of measurement.
- C. Foster appreciation of the role of individual business decision-making in affecting global outcomes along multiple dimensions.
- D. Provide the tools and reflective space for students to take stock of their undergraduate experience and to learn how to design their future personal and professional lives
- E. Creating a common experience for the end of the students' time at Gies, so that they better connect to the Gies community after they graduate.

## Course Material:

- Global shift: Mapping the changing contours of the world economy, Peter Dicken, 7<sup>th</sup> Edition. 2015.
- GDP: A brief but affectionate history, Diane Coyle. 2015
- Factfulness: Ten reasons we're wrong about the world – And why things are better than you think. Hans Rosling. 2018.
- The designing your life workbook, Bill Burnett & Dave Evans. 2016.

## Grading Breakdown:

<i>The Economist</i> Assignments & short quizzes/assignments	30%
Exam	50%
Design Your Life Workshops	20%

## Course Topics and Schedule

### INTRODUCTION

#### **WEEK 1** - Introduction: "*business intelligence*"

Why this course? To be covered: course objectives, deliverables, format, assessment; motivating examples of understanding the global business landscape; knowing what you need to know.

### **WEEKS 2 & 3**

#### **PART I:**      "*the facts*"

The world economy in numbers: practicing the use of fact-based evidence

To be covered: getting the magnitudes right for countries, sectors, wages, income; flows and linkages; sources and uses of scarce resources; the numbers and data sources, interpretations, and believability (reliability of sources).

GDP: Well-being versus wealth

To be covered: "metrics" by which to gauge society at large on a variety of dimensions that purely economic indicators leave out; dimensions of well-being that reflect the impact of business globally and locally; relationships between wealth and well-being, between economic indicators and human and social indicators, between value creation and value capture.

#### **PART II:**      "*inside the numbers – conceptual issues in economic measurement*"

#### **WEEK 4** - Measuring economies: National income accounting

To be covered: differences and similarities between national accounting and corporate accounting; household versus business perspective (income versus output); the stock of wealth (asset and liability classes); productivity; using technology to measure economies in real time.

#### **WEEK 5 - The unmeasured economy**

To be covered: marketplace exchange and business activity in low-income communities and regions; production and consumption in informal economies over time; measurement of entrepreneurship originating in subsistence marketplaces; dimensions of poverty that reflect life circumstances in subsistence marketplaces.

#### **WEEK 6 - Environmental accounting and sustainability**

To be covered: the facts omitted from national accounts about the economic value of changes to natural resource stocks, air quality, water quality, and sustainability; the accounting for corporate net income compared to Net National Income; subtracting the reduced value of oil or other minerals left in the ground, the reduction in air or water quality, and other ways in which production reduces sustainability; methods to improve national and corporate accounting.

#### **WEEK 7 - Measuring innovation, technology, and intangible capital**

To be covered: collecting and interpreting innovation data; measuring innovation and intangibles; public sector innovation; measuring knowledge-based capital; accounting for innovation in GNP and at firm level; asset pricing implications.

#### **WEEKS 8-11 - Industry case studies**

To be covered: industry examples selected by the instructor to illustrate the use of contemporary measurement tools and big data for forecasting business evolution. Topics to include: forecasting trends of supply and demand; technology and competition as disrupters; resource constraints; likely political and regulatory developments. Example industries could include: energy, software, agribusiness, and financial services. Practitioner guest speakers will provide state-of-the-art perspective.

### **PART III:     *"design your life workshops"***

**WEEKS 12-15 – How will you measure your life? The value of leading an examined life.**

How can you design the life you want to live, and the career you want to have, all throughout your life? The value of creativity, reframing, prototyping, journaling, and forward-thinking.

**PART IV:   *"the future"***

**WEEK 16 – Debrief: Reflecting on your years at the Gies College of Business and looking forward to the next chapter**

To be covered: integrating course lessons; the big picture; where are we going and where does each of us fit in.

## **Proposed Syllabus for BADM275 – Fundamentals of Operations Management**

Credits: 3 Hours

Prerequisite: Sophomore Standing

### **Credits: 3 Hours**

#### **Course Description:**

Think about the bicycle you rode, the restaurant you ate at, the doctor's clinic you last visited, and the social media site that you follow. All of these products – goods and services – are developed, manufactured, and delivered using resources and activities by several organizations that form a supply chain. Operations management is about using resources and activities to transform materials and information into goods and services for customers. A successful operation is one that produces goods and services to meet and exceed customer expectations through coordinated and efficient activities across different organizations in a supply chain and across multiple areas within an organization. These multiple areas of the organization could be consumer analytics, research and development, finance, engineering, marketing, human resource management, sourcing, information systems, logistics, and accounting. This course will introduce you to strategic and operating decisions for managing the development, production, and delivery of goods and services by supply chains and organizations.

#### **Course Materials:**

- Textbook: Operations Management: Processes and Supply Chains, Krajewski, Malhotra, Ritzman. 11th Edition; Pearson, Copyright 2016 ISBN0133885585.
- BADM 275 Course Packet: contains the cases and other supplementary materials.

#### **Module Outline:**

The course will be divided into the following five modules:

- **Module 1: Managing Process**

The objective of this module is to understand how to manage a business process. We will first define business process and discuss its various types and fundamental measures (throughput, inventory, flow time) as well as key strategies in selecting suitable process types for different types of products and services (e.g., job shop vs flow shop). We will also discuss implications of process choice for other business functions including accounting and human resource

management. Finally, we will discuss strategies for improving process utilization and other performance measures.

*Key topics:* Process Analysis, Process Choice, Capacity Analysis

- **Module 2: Managing Customer Demand**

The objective of this module is to understand how to effectively match supply with demand. We will first establish the notion of uncertainty. Then we will discuss how to manage customer demand effectively under uncertain business environment through effective forecasting, sourcing, pricing and inventory management tools.

*Key topics:* Forecasting, Pricing, Inventory Management, Operations Planning

- **Module 3: Managing Supply Chains**

In this module, students will be introduced to the various components of a supply chain. The close linkage of these components and the resultant complexity it engenders in design, planning and execution will be discussed. Examples of supply chains and how they contribute to the success or failure of enterprises will be discussed.

*Key topics:* Sourcing, Logistics, Distribution, Supply Networks

- **Module 4: Managing Resources**

In this module, students will learn about planning and managing the materials and capacities required to fulfill customer demands. They will be introduced to long term decisions about capacities of resources and day to day decisions about schedules for production as well as the use of enterprise resource planning (ERP) systems for making related decisions.

*Key topics:* Material Requirement Planning, Bill of Materials, Enterprise Resource Planning, Managing Projects, Managing Capacity, Sales and Operations Planning

- **Module 5: Operations Strategy**

This module focuses on how organizations can compete on the basis of their operations. Students will learn how operations management connects to business performance in all aspects of the triple bottom line – profits, people, and planet. They will be introduced to the relationships of operations strategy with corporate and business strategy as well as other functional strategies such as marketing, information systems, and human resource management.

*Key topics:* Du-Pont Analysis, Competitive Priorities, Market Requirements, Social Responsibility, Environmental Responsibility

**Evaluation:**

Final grade assignments are based on the total points of your exams, quizzes and homework.

Midterm Exam	30%
Team Homeworks	20%
Individual Quizzes	10%
Final Exam	30%
Class Participation	<u>10%</u>
Total	100%

In accordance with the student code, the final grading scheme used is Excellent (A); Good (B); Fair (C); Poor (D) and Failure (F).

### Course Schedule

Week	Topics	Assignments
1	<b>Introduction:</b> Understanding operations management Operations interface	
2	<b>Module 1:</b> Managing Process Basics of process management Process analysis, Process choice	
3	Lean systems, Quality management, Six-sigma	Individual Quiz 1
4	<b>Module 2:</b> Managing Customer Demand Forecasting, Pricing	Team HW 1
5	Inventory management	
6	Optimization tools for decision making	
7	Aggregate planning	
	<b>Midterm Exam</b>	
9	<b>Module 3:</b> Managing Supply Chains Supply chain design, Sourcing	
10	Logistics, Distribution, Supply networks	
11	<b>Module 4:</b> Managing Resources Material requirement planning, Bill of materials Enterprise resource planning	Individual Quiz 2
12	Managing projects, Managing capacity Simulation for decision making	Team HW 2
13	<b>Module 5:</b> Operations Strategy Du-Pont analysis, Competitive priorities, Market requirements	
14	Social responsibility, Environmental sustainability	
15	<b>Course summary</b>	
	<b>Final Exam</b>	

## **APPENDIX D: Unit Letters**

UNIVERSITY OF ILLINOIS  
AT URBANA - CHAMPAIGN

University Library

Office of University Librarian and Dean of Libraries  
230 Main Library, MC-522  
1408 West Gregory Drive  
Urbana, IL 61801



March 12, 2019

Kevin Jackson  
Associate Dean for Undergraduate Affairs  
Gies College of Business  
kjack@illinois.edu

Dear Prof. Jackson:

The University Library recently received a proposal to revise the Gies College of Business Undergraduate Core Curriculum.

The documents that you sent were reviewed and discussed by Carissa Phillips, Yoo-Seong Song, and Rebecca Smith, as well as Tom Teper in my office. The proposed changes were received with a great deal of excitement because of the significant opportunities the proposed revision creates.

Carissa, Yoo-Seong, and Becky have all collaborated with teams focused on experiential learning, including nearly forty with the College of Business this semester alone. The library is willing to support the program by advising you on the availability of information needed for these projects as well as provide advice on potential ways to approach the information gathering needed for the projects.

We are pleased to support this expanded experiential learning program.

Sincerely,



John P. Wilkin  
Juanita J. and Robert E. Simpson  
Dean of Libraries and University Librarian

e-c: Carissa Phillips  
Yoo-Seong Song  
Rebecca Smith  
Thomas Teper

UNIVERSITY OF ILLINOIS  
AT URBANA - CHAMPAIGN

Office of the Dean

College of Liberal Arts and Sciences  
2090 Lincoln Hall  
702 South Wright Street  
Urbana, IL 61801-3631



September 5, 2018

Gay Miller, Chair  
Senate Committee on Educational Policy  
228 English Building, MC-461  
608 S. Wright St.  
Urbana, IL 61801

Professor Miller,

The College of Business has discussed with staff from our office and the department of Economics the changes they plan to propose for their undergraduate core curriculum. We are aware that the proposal includes plans to eliminate an Economics course (Economics 302: Intermediate Micro Theory). This change is likely to have a negative impact on enrollments in the College of Liberal Arts and Sciences. Nonetheless, we do not wish to voice opposition to the Business proposal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Feng Sheng Hu'.

Feng Sheng Hu  
Harry E. Preble Dean  
College of Liberal Arts and Sciences

**APPENDIX E: 2018-2019 Catalog Copy with Edits**



Commented [TNMLI]: 2019-2020 Academic Catalog

## Business, Gies College of

[Overview](#) [Majors](#) [Minors](#)

Office of Undergraduate Affairs  
1055 Business Instructional Facility  
515 East Gregory Drive  
Champaign, IL 61820  
PH: (217) 333-2740  
FX: (217) 244-9992  
<http://www.business.illinois.edu>

[undergrads@business.illinois.edu](mailto:undergrads@business.illinois.edu)

The purpose of the Gies College of Business is to provide an educational experience that will help students develop their potential for leadership and service in business, government, teaching, and research. The undergraduate curricula provide a study of the basic aspects of business and preparation for careers in fields such as accounting, business management, banking, insurance, and marketing.

The curricula, leading to the Bachelor of Science degrees in the various degree programs in business, are based on 124 hours of college work. Students are required to elect courses in other colleges of the University, including mathematics, rhetoric, humanities and the arts, speech, and natural and behavioral sciences, and to secure as liberal an education as possible to avoid the narrowing effects of overspecialization.

The Gies College of Business offers graduate and professional programs in business areas. Detailed information on graduate programs may be obtained from the Graduate College or visit [our web site](#).

## Departments and Curricula

Undergraduate instruction in the Gies College of Business is organized under the Departments of Accountancy, Business Administration, and Finance. Each of these departments offers courses that provide one or more curricula that a student may elect. These curricula lead to Bachelor of Science degrees in the various fields of study in the college and are designed to encourage each student to fully realize his or her intellectual promise. There can be changes to curricular requirements and new course offerings. For the most current information, visit our advisors in 1055 Business Instructional Facility and [our web site](#).

## Requirements

### Admission

Applicants must meet general University requirements as well as those specified by the Gies College of Business.

Students transferring from other institutions must have met the requirements specified by the college. See our [web site](#) and the Illinois [Office of Undergraduate Admissions](#) for further information.

## Mathematics Placement Test

The ALEKS Math Placement Exam is used to place the students in the appropriate math course. The results of the test are used to place students in [MATH 112](#) or to exempt them from algebra and allow them to enroll in a mathematics course required for graduation (see below).

## Graduation

Students in the Gies College of Business who meet the University's requirements with reference to registration, residence, and fees and who maintain satisfactory scholastic records in the college are awarded degrees appropriate to their curricula.

Each candidate for a degree must have a 2.0 (A = 4.0) grade point average or above for all courses counted toward graduation, a 2.0 grade point average or above for all courses taken at this University, a 2.0 grade point average or above for all courses taken in the major or field of concentration, and a 2.0 grade point average or above for courses taken in the major or field of concentration at this University.

Students are responsible for meeting the requirements for graduation. Therefore, students should familiarize themselves with the requirements listed in this catalog and other information in the Office of Undergraduate Affairs, 1055 Business Instructional Facility, and should refer to them each time they plan their programs. The Gies College of Business requires that undergraduate degrees be completed in nine semesters or less. If you need assistance with course planning, consult the Office of Undergraduate Affairs.

## Mathematics Requirement

Any one of the MATH courses described below meets the Gies College of Business requirement. The most appropriate mathematics course depends on the student's background, interest, motivation, and objectives. Background can be evaluated in terms of mathematics courses already completed and the student's score on the ALEKS Math Placement Exam. Interest, motivation, and objectives must be determined by the student. The three courses open to the student are:

- [MATH 234](#) Calculus for Business I. This course is most common for Business students and provides a good background in calculus. It is difficult to take upper-level courses in mathematics after this course.
- [MATH 220](#) Calculus. This course is appropriate for students who do not have previous calculus experience and who believe they may want to take upper-level courses in mathematics.
- [MATH 221](#) Calculus I. This course is appropriate for students who do have previous calculus experience and who believe they may want to take upper-level courses in mathematics.

## Residency

Students must earn no fewer than 60 semester hours of University of Illinois Urbana-Champaign coursework applicable to their degree-including at least 21 credit hours of advanced coursework.

## Special Programs

### Honors at Graduation

Honors, designated on diplomas, are awarded to superior students as follows: for graduation with honors, a minimum grade point average of 3.5 (A = 4.0) in all courses accepted toward the student's degree; for graduation with high honors, a minimum grade point average of 3.75 in all courses accepted toward the degree; and for graduation with highest honors, a minimum grade point average of 3.90 in all courses accepted toward the degree. To qualify for graduation honors, transfer students' University of Illinois at Urbana-Champaign and total cumulative grade point averages both must qualify.

# Curricula

## Core Curriculum

Normally, students must register for no fewer than 12 hours or more than 18 hours in each semester. Students should take mathematics, economics, and accountancy courses in the semesters indicated in the sample schedule of courses. The computer science course must be taken during the first year. The computer science requirement no longer allows [ACE 161](#) as an equivalent course. A required course that is failed must be repeated the next semester. Up to 4 hours of Kinesiology activity courses, numbered 100-110 may be counted toward the 124 hours for the degree. The same section of a course may not be repeated for credit. Credit is limited to a maximum of 12 credit hours for 199 courses. Students may receive foreign language credit for courses only 2 levels below highest level taken in high school. For example: 4 years of high school French-no credit below [FR 102](#). Credit toward the 124 degree hours is not given for [MATH 101](#). Once the math requirement is completed, lower level math courses cannot be taken for credit. For military and naval science courses, only credit at the 300 level and above may be counted toward the degree. Any course used to fill a specific degree requirement may not be taken on the credit-no credit grade option. Only free electives may be taken on the credit-no credit option. All finance and accountancy courses must be taken for a grade. It is recommended that all courses taken in the business administration area be taken for a grade.

## University Composition Requirements

Composition I: Principles of Composition <sup>1</sup>	4-7
Advanced Composition	3

## General Education Requirements

A minimum of six courses is required, as follows:	18
Humanities & the Arts: Literature & the Arts (1-2 courses) <sup>4</sup>	
Humanities & the Arts: Historical & Philosophical Perspectives (1-2 courses) <sup>4</sup>	
Natural Sciences & Technology: Physical Sciences (0-2 courses) <sup>5</sup>	
Natural Sciences & Technology: Life Sciences (0-2 courses) <sup>5</sup>	
Behavioral Sciences (1 course)	
Cultural Studies: Non-Western Cultures (1 course)	
Cultural Studies: U.S. Minorities Cultures (1 course)	
Cultural Studies: Western/Comparative Cultures (1 course)	

## Non-Primary Language Requirement

Completion of the fourth semester or equivalent of a non-primary language is required. Completion of four years of a single language in high school satisfies this requirement. A student may also meet this requirement by completing two non-primary languages to the third level.	0-12
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## Business Core Requirements

Code	Title	Hours
BUS 101	Business Prof Responsibility <sup>2</sup>	3
BUS 201	Business Dynamics <sup>2</sup>	3
ACCY 201 & ACCY 202	Accounting and Accountancy I and Accounting and Accountancy II	6
BADM 300	The Legal Environment of Bus	3
BADM 310	Mgmt and Organizational Beh <sup>6</sup>	3
BADM 320	Principles of Marketing	3
BADM 449	Business Policy and Strategy	3
CS 105	Intro Computing: Non-Tech	3
ECON 102 & ECON 103	Microeconomic Principles and Macroeconomic Principles	6
BADM 210 & BADM 211	Business Analytics I and Business Analytics II	6
ECON 302	Inter Microeconomic Theory	3
FIN 221	Corporate Finance	3
MATH 234	Calculus for Business I <sup>3</sup>	4
CMN 101	Public Speaking	3
<b>Total Hours</b>		<b>52</b>
Courses to yield this total		15-38
Elective course work		0-32
<b>Minimum total hours for the degree</b>		<b>124</b>

**Commented [TNML2]:** BUS 301, Business in Action, 3 credit hours will be added

**Commented [TNML3]:** BUS 401, Business in a Global Perspective, 3 credit hours will be added

**Commented [TNML4]:** ECON 302 will be removed  
BADM 275, Operations Management will be added

**Commented [TNML5]:** Addition of 9 credit hours and removal of 3 credit hours changes this total to 58

<sup>1</sup> For a list of the specific courses that meet this requirement, see the college Office of Undergraduate Affairs in 1055 Business Instructional Facility or see the Course Explorer for a list of approved general education courses.

<sup>2</sup> BUS 101 and BUS 201 are required for all Gies College of Business students. Students who enter the College their first year take each sequential course every fall. Inter-College transfer students take BUS 101 and BUS 201 in their sophomore year. Off-campus transfer students take BUS 101 and BUS 201 in their junior year.

<sup>3</sup> MATH 220 or MATH 221 may be substituted for MATH 234. (See college mathematics requirement above.)

<sup>4</sup> Three courses in the Humanities & the Arts area are required and students must complete at least one course in the Literature & the Arts and Historical & Perspectives subcategories. At least one of the courses must be a 200 or higher level course.

<sup>5</sup> Two courses in the Natural Sciences & Technology area are required. It is strongly recommended that students complete one course in the Physical Sciences and Life Sciences subcategories.

<sup>6</sup> This course includes limited voluntary participation as a subject in experiments.

**Commented [TNML6]:** Remove text under <sup>2</sup>  
Add:

<sup>2</sup> BUS 101, BUS 201, BUS 301, and BUS 401 are required for all Gies College of Business students, with the exception of BUS 101 which is waived for off-campus transfer students. First-year students and inter-college transfer students enroll in BUS 101 during their first semester in the Gies College of Business. BUS 101 and BUS 301 are offered in the fall semesters only. BUS 201 and BUS 401 are offered in the spring semesters only.

**Sample Schedule** (current 2018-2019 Academic Catalog, with edits)

First Year		
First Semester		Hours
<u>BUS 101</u>	Professional Responsibility and Business	3
<u>ECON 102</u> or <u>103</u>	Microeconomic Principles	3
<u>CMN 101</u> (or Composition I)	Public Speaking	3-4
<u>CS 105</u> ( or General Education )	Intro Computing: Non-Tech	3
Language other than English requirement or General Education		3-5
	<b>Semester Hours</b>	<b>15-18</b>
Second Semester		
<u>ECON 102</u> or <u>103</u>	Microeconomic Principles	3
<u>MATH 234</u>	Calculus for Business I	4
<u>CMN 101</u> (or Composition I)	Public Speaking	3-4
<u>CS 105</u> (or General Education or Language other than English requirement)	Intro Computing: Non-Tech	3-5
<u>FIN 221</u>	Corporate Finance	3
	<b>Semester Hours</b>	<b>16-19</b>
Second Year		
First Semester		
<u>ACCY 201</u>	Accounting and Accountancy I	3
<u>BADM 210</u>	Business Analytics I	3
<u>ECON 302</u> (or <u>BADM 310</u> or <u>FIN 300</u> )	Inter Microeconomic Theory	
General Education, Elective, or Language other than English requirement		
General Education or Electives		3
	<b>Semester Hours</b>	<b>15-16</b>
Second Semester		
<u>BUS 201</u>	Business Dynamics	3
<u>ACCY 202</u>	Accounting and Accountancy II	3
<u>BADM 211</u>	Business Analytics II	3
<u>BADM 320</u> (or <u>ECON 302</u> or <u>BADM 310</u> or <u>FIN 321</u> )	Principles of Marketing	
General Education, Electives, or Language other than English		
	<b>Semester Hours</b>	<b>15-16</b>
	<b>Total Hours:</b>	<b>61-69</b>

Commented [TNML7]: Remove ECON 302, add BADM 275, Operations Management, 3 credit hours

Commented [TNML8]: Remove ECON 302, add BADM 275, Operations Management, 3 credit hours

## Accountancy

### Overview Courses

Brooke Elliott  
360 Wohlers Hall, 1206 South Sixth, Champaign  
PH: (217) 333-0857  
<http://business.illinois.edu/accountancy>

#### For the Degree of Bachelor of Science in Accountancy

Organizations are a nexus of contracts, implicit and explicit, among resource owners who contract with each other to the benefit of all. In most complex organizations, these contracts specify who has the knowledge, and thus the rights, to make decisions about the use and control of the contracted resources. The effectiveness and efficiency of decisions regarding initiation, execution, and monitoring of organizations' contracts depend on the quantity and quality of information available. The accountant assists in the development, accumulation, evaluation, and dissemination of the information necessary for contracting parties to make effective and efficient contracting decisions. Organizations, in turn, contract with various segments of society such as labor unions, capital markets, regulatory agencies, and governments. The accountant assists in the development, accumulation, evaluation, and dissemination of the information necessary for ensuring that organizations comply with the terms of their social contracts.

Study in accountancy is designed to prepare individuals for entry into the accountancy professions independent of subsequent specialization. This preparation includes knowledge of the activities of organizations, businesses, and accounting practices; intellectual, interpersonal, and communication skills; and personal capabilities and professional attitudes. Specializations in accountancy include such fields as financial accounting, management accounting, accounting information systems, taxation, and auditing. Specialization in an accounting field requires additional graduate education and practical experience.

In addition to the accountancy major requirements, students in accountancy must meet the University General Education requirements and the College of Business core requirements (for more detail, see the [Gies College of Business undergraduate section](#)).

Minimum requirements in the major for the Bachelor of Science Degree in Accountancy are:

Code	Title	Hours
<a href="#">ACCY 301</a>	Atg Measurement & Disclosure	3
<a href="#">ACCY 302</a>	Decision Making for Atg	3
<a href="#">ACCY 303</a>	Atg Institutions and Reg	3
<a href="#">ACCY 304</a>	Accounting Control Systems	3
<a href="#">ACCY 312</a>	Principles of Taxation	3
<a href="#">ACCY 405</a> or <a href="#">ACCY 415</a>	Assurance and Attestation Auditing Stds and Practice	3
Select one of the following:		3
<a href="#">ACCY 410</a>	Advanced Financial Reporting	
<a href="#">ACCY 451</a>	Advanced Income Tax Problems	
<b>Total Hours</b>		<b>21</b>

Accountancy courses (both required and elective) to be applied toward the 124-hour requirement for the Bachelor of Science Degree in Accountancy may not be taken on a credit/no-credit basis. In addition, a limit of 33 hours of accountancy courses

(including ACCY 201 and ACCY 202) may be counted toward the 124 total hour requirement. Finally, students must select from **either** ACCY 405 **or** ACCY 415. Both courses cannot count toward the Bachelor of Science degree.

### Accountancy Sample Schedule for 2019-2020

Commented [TNML9]: Not part of the Academic Catalog, but included here for reference

First Year First Semester	
BUS 101	3
ECON 102 or 103	3
CMN 101 or Composition I	3-4
CS 105 or General Education	3
Language or General Education	3-5
<b>Semester Hours</b>	<b>15-18</b>

First Year Second Semester	
ECON 102 or 103	3
MATH 234	4
FIN 221 <sup>1</sup>	3
CMN 101 or Composition I	3-4
CS 105, Language, or General Education	3-5
<b>Semester Hours</b>	<b>16-18</b>

Second Year Third Semester	
ACCY 201	3
BADM 210 <sup>1</sup>	3
BADM 275 or BADM 310 <sup>2</sup>	3
General Education	3
General Education/ Elective	3-6
<b>Semester Hours</b>	<b>15-18</b>

Second Year Fourth Semester	
BUS 201	3
ACCY 202	3
BADM 211	3
BADM 275 or BADM 310 <sup>2</sup> or BADM 320 <sup>2</sup>	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

Third Year Fifth Semester	
BUS 301	3
ACCY 301 <sup>1</sup>	3
ACCY 302 <sup>1</sup>	3
BTW 250 <sup>3</sup>	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

Third Year Sixth Semester	
ACCY 303 <sup>1</sup>	3
ACCY 304 <sup>1</sup>	3
ACCY 312	3
General Education/ Elective	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

Fourth Year Seventh Semester	
ACCY 410 and/or ACCY 451	3
BADM 300	3
General Education/ Elective	3
General Education/ Elective	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

Fourth Year Eighth Semester	
BUS 401	3
BADM 449	3
ACCY 415 or ACCY 405	3
General Education/ Elective	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<sup>1</sup>BADM 210 needs to be complete prior to or concurrent with ACCY 301 and ACCY 302. FIN 221 and ACCY 301 must be completed prior to ACCY 303. ACCY 301 and ACCY 302 must be completed prior to ACCY 304.

<sup>2</sup>BADM 310 or 320 may be completed during the semester abroad

<sup>3</sup>BTW 250 is recommended to complete the Advanced Composition requirement for potential CPA Exam candidates.

**Recommended classes for CPA Exam preparation:**

**ACCY 398** Practical Problems in Accounting. This class does not complete any BSA degree requirements. An additional fee is charged for this course.

**BADM 403** Corporate & Commercial Law

## Finance

### Overview Courses

Louis Chan  
 340 Wohlers Hall  
 1206 S. Sixth Street  
 Champaign, IL 61820  
 PH: (217) 244-2239  
 FX: (217) 333-3102  
<http://www.business.illinois.edu/finance>

### For the Degree of Bachelor of Science in Finance

The field of finance is primarily concerned with the acquisition and management of funds by business firms, governments, and individuals. A business seeks financial advice when considering the purchase of new equipment, the expansion of present facilities, or the raising of additional funds. Determining the value of financial and real assets and derivatives is a key activity in finance.

As the study of finance is designed to provide the student with both the theoretical background and the analytical tools required to make effective judgments in finance, many students select careers in business financial management, commercial and investment banking, investments, government finance, insurance, and real estate.

In addition to the finance major requirements, students in finance must meet the University General Education requirements and the College of Business core requirements (for more detail, see the [College of Business undergraduate section](#)). Minimum requirements in the major for the Bachelor of Science degree in Finance are:

#### For Students Admitted Prior to Fall 2016

<a href="#">FIN 300</a>	Financial Markets (Prerequisite: <a href="#">FIN 221</a> Corporate Finance)	3
<a href="#">FIN 321</a>	Advanced Corporate Finance (Prerequisite: <a href="#">FIN 300</a> Financial Markets)	3
Three additional full-semester, 3-hour 400-level Finance courses except <a href="#">FIN 494</a> or <a href="#">FIN 495</a> (Senior Research) and <a href="#">FIN 490</a> (Special Topics).		9
Select one of the following (Major elective):		3-4
<a href="#">ACCY 301</a>	Atg Measurement & Disclosure (Prerequisite: <a href="#">ACCY 202</a> )	
<a href="#">ACCY 302</a>	Decision Making for Atg (Prerequisite: <a href="#">ACCY 202</a> )	
<a href="#">ACE 428</a>	Commodity Futures and Options	
<a href="#">BADM 374</a>	Management Decision Models (Prerequisite: <a href="#">ECON 202</a> or consent of instructor)	
Economics: any 300- or 400-level course excluding <a href="#">ECON 302</a>		
<a href="#">GEOG 483</a>	Urban Geography	
Mathematics or statistics: any course above the minimum mathematics or statistics requirement of the college with the exception of <a href="#">MATH 225</a> .		
Other courses as recommended by the Department of Finance faculty and approved by the Department of Finance chairperson.		

#### For Students Admitted Fall 2016 and Later

<a href="#">FIN 300</a>	Financial Markets (Prerequisite: <a href="#">FIN 221</a> Corporate Finance)	3
<a href="#">FIN 321</a>	Advanced Corporate Finance (Prerequisite: <a href="#">FIN 300</a> Financial Markets)	3

**Commented [TNML10]:** This section will be phased out as it only pertains to current students; not impacted by the proposed new curriculum.

<u>FIN 411</u>	Investment & Portfolio Mngt (Prerequisite: <u>FIN 300</u> Financial Markets)	3
	Four additional full-semester, 3 hour 400 level-Finance courses except <u>FIN 494</u> or <u>FIN 495</u> (Senior Research) and <u>FIN 490</u> (Special Topics).	12
	One additional full-semester, 3-hour Finance course, which may be one 200-level course, one 3-hour 490, or one 3-hour 494 or 495	3

### Advising Notes

- Courses taken to fulfill major requirements may not be taken on a credit-no credit basis.
- It is recommended that Finance majors take additional accounting. ACCY 201 and ACCY 202 are required in the business core. Many employers look favorably upon additional accounting courses.

**Commented [TNML11]:** ECON 302 is added as a major elective and this section changes to:

Select one additional course from the following (must be 3-hours and full-semester):

- 200-level Finance course
- 400-level Finance course
- FIN 490
- FIN 494
- FIN 495
- ECON 302

## Finance Sample Schedule for 2019-2020

For Students Admitted Fall 2016 and Later

Commented [TNML12]: Not part of the official Academic Catalog, but included as a reference

<b>First Year First Semester</b>	
BUS 101	3
ECON 102 or 103	3
CS 105 or General Education	3
CMN 101 or Composition I	3-4
Language, or General Education	3-5
<b>Semester Hours</b>	<b>15-18</b>

<b>First Year Second Semester</b>	
ECON 102 or 103	3
MATH 234	4
FIN 221	3
CMN 101 or Composition I	3-4
CS 105, Language, or General Education	3-5
<b>Semester Hours</b>	<b>16-18</b>

<b>Second Year Third Semester</b>	
ACCY 201	3
BADM 210	3
FIN 300	3
General Education	3
General Education/ Elective	3-6
<b>Semester Hours</b>	<b>15-18</b>

<b>Second Year Fourth Semester</b>	
BUS 201	3
ACCY 202	3
BADM 211	3
FIN 321	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Third Year Fifth Semester</b>	
BUS 301	3
FIN 411	3
FIN 4XX	3
BADM 310 or BADM 320	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Third Year Sixth Semester</b>	
FIN 4XX	3
FIN Major Elective (FIN 2XX, FIN 4XX, or ECON 302)	3
BADM 300 or BADM 275	3
BADM 310 or BADM 320	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Fourth Year Seventh Semester</b>	
BADM 449, General Education, or Elective	3
FIN 4XX	3
BADM 300 or BADM 275	3
General Education	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Fourth Year Eighth Semester</b>	
BADM 449, General Education, or Elective	3
BUS 401	3
FIN 4XX	3
General Education/ Elective	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

# Business Administration

Overview

Majors

Courses

Cele Otnes, Interim Department Head  
350 Wohlers Hall, 1206 South Sixth Street, Champaign  
PH: (217) 333-4240  
<http://business.illinois.edu/ba>

The Department of Business Administration offers five Undergraduate majors: Information Systems, Management, Marketing, Operations Management and Supply Chain Management. All majors require completion of a minimum of twenty-seven credit hours within each major's content area. In addition to the Business Administration majors' requirements, Business Administration students must also fulfill the Urbana-Champaign campus's General Education requirements and the College of Business's Core Courses requirements (for more detail, refer to the [College of Business Undergraduate Section](#)).

## Double Majors Within the Department of Business Administration

Only College of Business students with a declared Business Administration major may earn a second Business Administration major.

Business Students may earn only two Business Administration majors.  
The Business Administration Majors:

- Information Systems
- Management- only one concentration can be selected: Entrepreneurship or General Management or International Business
- Marketing
- Operations Management
- Supply Chain Management

Each Business Administration major requires nine courses. Students desiring to earn a second Business Administration major must fulfill the course requirements for both majors.

Some Business Administration (BADM) courses will fulfill requirements of both majors, but a second Business Administration major will add two to five additional BADM courses during a student's junior and senior years since each Business Administration major requires unique advanced coursework.

Students may earn only one Management Major Concentration.

## Major in Information Systems

## For the Degree of Bachelor of Science in Information Systems

The Information Systems major provides students the skills necessary to understand and manage information, information technology development, systems analysis, e-business management and electronic commerce.

In addition to the Information Systems major's requirements, Business Administration students must also fulfill the Urbana-Champaign campus's General Education requirements and the College of Business's Core Courses requirements (for more detail, refer to the [College of Business Undergraduate Section](#)).

<b>Code</b>	<b>Title</b>	<b>Hours</b>
<a href="#">BADM 350</a>	IT for Networked Organizations	3
<a href="#">BADM 352</a>	Database Design and Management	3
<a href="#">BADM 353</a>	Info Sys Analysis and Design (Prerequisite: <a href="#">BADM 350</a> )	3
Select two of the following:		6
<a href="#">BADM 351</a>	E-Business Management (Prerequisite: <a href="#">BADM 350</a> )	
<a href="#">BADM 355</a>	Enterprise Software Management (Prerequisite: <a href="#">BADM 350</a> )	
<a href="#">BADM 453</a>	Decision Support Systems (Prerequisite: <a href="#">BADM 350</a> )	
<a href="#">BADM 458</a>	IT Governance (Prerequisite: <a href="#">BADM 350</a> )	
Select four of the following:		12-14
<a href="#">BADM 311</a>	Individual Behavior in Orgs (Prerequisite: <a href="#">BADM 310</a> )	
<a href="#">BADM 312</a>	Org Design and Environment (Prerequisite: <a href="#">BADM 310</a> )	
<a href="#">BADM 322</a>	Marketing Research (Prerequisite: <a href="#">BADM 320</a> )	
<a href="#">BADM 324</a>	Purchasing and Supply Mgmt (Prerequisite: Credit or concurrent enrollment in <a href="#">BADM 320</a> )	
<a href="#">BADM 374</a>	Management Decision Models (Prerequisite: <a href="#">BADM 211</a> )	
<a href="#">BADM 375</a>	Business Process Management	
<a href="#">BADM 377</a>	Project Management	
<a href="#">BADM 379</a>	Business Process Improvement	
<a href="#">BADM 380</a>	International Business	
<a href="#">BADM 445</a>	Small Business Consulting	
<a href="#">BADM 446</a>	Entrepreneurship Sm Bus Form	
<b>Total Hours</b>		<b>27</b>

## Information Systems Sample Schedule for 2019-2020

Commented [TNML13]: Not part of the official Academic Catalog, but included as a reference

<b>First Year First Semester</b>	
BUS 101	3
ECON 102 or 103	3
CS 105 or General Education	3
CMN 101 or Composition I	3-4
Language or General Education	3-5
<b>Semester Hours</b>	<b>15-18</b>

<b>First Year Second Semester</b>	
ECON 102 or 103	3
MATH 234	4
FIN 221	3
CMN 101 or Composition I	3-4
CS 105, Language, or General Education	3-5
<b>Semester Hours</b>	<b>16-18</b>

<b>Second Year Third Semester</b>	
ACCY 201	3
BADM 210	3
BADM 275 or BADM 310	3
General Education	3
General Education/ Elective	3-6
<b>Semester Hours</b>	<b>15-18</b>

<b>Second Year Fourth Semester</b>	
BUS 201	3
ACCY 202	3
BADM 211	3
BADM 275 or BADM 310 or BADM 320	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Third Year Fifth Semester</b>	
BUS 301	3
BADM 350	3
Major (non-ISIT) Elective	3
BADM 275 or BADM 310 or BADM 320	3
BADM 350	3
<b>Semester Hours</b>	<b>15</b>

<b>Third Year Sixth Semester</b>	
Advanced Composition	3
BADM 352	3
Major Elective	3
Major (non-ISIT) Elective	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Fourth Year Seventh Semester</b>	
BADM 449, General Education, or Elective	3
BADM 353	3
Major Elective	3
Major (non-ISIT) Elective	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Fourth Year Eighth Semester</b>	
BUS 401	3
BADM 449, General Education, or Elective	3
Major (non-ISIT) Elective	3
General Education/ Elective	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

## Major in Management

### For the Degree of Bachelor of Science in Management

The Management major is designed to prepare students to be leaders and innovators in analyzing and solving managerial problems that every organization faces in its day-to-day operations. To be effective, managers must be able to design organizations that can compete in complex and volatile business environments and to execute their strategies within these organizations. Effective managers also must be ethical leaders and competent decision-makers who formulate goals and long-term plans, build effective teams, and motivate their employees. Students majoring in Management have the option to select **one** concentration either in Entrepreneurship or General Management or International Business, depending on their career objectives.

The Entrepreneurship Concentration studies how business opportunities are identified and exploited to create wealth. This concentration is intended for students who are interested in new venture creation. Some graduates will work within existing organizations while others will create new organizations. The General Management Concentration is designed to educate and train future business leaders, decision makers and strategic thinkers to skillfully manage human capital in firms and organizations. The International Business Concentration is designed to provide students with the sound understanding of how International Business principles and the managerial issues faced by multinational companies. Students who select the International Business concentration will focus on political, cultural and institutional differences among nations by taking courses offered across the campus.

In addition to the Management major's requirements, Business Administration students must also fulfill the Urbana-Champaign campus's General Education requirements and the College of Business's Core Courses requirements (for more detail, refer to the [College of Business Undergraduate Section](#)).

#### Management Major-Entrepreneurship Concentration

Code	Title	Hours
<a href="#">PSYC 201</a>	Intro to Social Psych (Preferred prerequisite: <a href="#">PSYC 100</a> or <a href="#">PSYC 103</a> )	3
<a href="#">BADM 311</a>	Individual Behavior in Orgs (Prerequisite: <a href="#">BADM 310</a> )	3
<a href="#">BADM 350</a>	IT for Networked Organizations	3
<a href="#">BADM 374</a>	Management Decision Models (Prerequisite: <a href="#">BADM 211</a> )	3
<a href="#">BADM 375</a>	Business Process Management	3
<a href="#">BADM 445</a>	Small Business Consulting	4
<a href="#">BADM 446</a>	Entrepreneurship Sm Bus Form	4
<a href="#">FIN 423</a>	Financing Emerging Businesses (Prerequisite: <a href="#">FIN 221</a> and consent of the Department of Finance)	3
Select one of the following:		3-4
<a href="#">BADM 312</a>	Org Design and Environment (Prerequisite: <a href="#">BADM 310</a> )	
<a href="#">BADM 403</a>	Principles of Business Law	
<a href="#">BADM 447</a>	Legal Strat for Entrepre Firm	
<b>Total Hours</b>		<b>27</b>

**Commented [TNML14]:** This section will be *revised* to remove the Entrepreneurship concentration of the Management major once the final changes are approved for a new major in Gies Business: Strategic Business Development and Entrepreneurship

**Commented [TNML15]:** This section will be *deleted* to remove the Entrepreneurship concentration of the Management major once the final changes are approved for a new major in Gies Business: Strategic Business Development and Entrepreneurship

## Management Major-General Management Concentration

Code	Title	Hours
<a href="#">PSYC 201</a>	Intro to Social Psych (Preferred prerequisite: <a href="#">PSYC 100</a> or <a href="#">PSYC 103</a> )	3
<a href="#">BADM 311</a>	Individual Behavior in Orgs (Prerequisite: <a href="#">BADM 310</a> )	3
<a href="#">BADM 312</a>	Org Design and Environment (Prerequisite: <a href="#">BADM 310</a> )	3
<a href="#">BADM 313</a>	Human Resource Management (Prerequisite: <a href="#">BADM 310</a> )	3
<a href="#">BADM 350</a>	IT for Networked Organizations	3
<a href="#">BADM 374</a>	Management Decision Models (Prerequisite: <a href="#">BADM 211</a> )	3
<a href="#">BADM 375</a>	Business Process Management	3
Select two of the following:		6-8
<a href="#">BADM 329</a>	New Product Development (Prerequisite: <a href="#">BADM 320</a> )	
<a href="#">BADM 353</a>	Info Sys Analysis and Design (Prerequisite: <a href="#">BADM 350</a> )	
<a href="#">BADM 377</a>	Project Management	
<a href="#">BADM 378</a>	Logistics Management	
<a href="#">BADM 380</a>	International Business	
<a href="#">BADM 403</a>	Principles of Business Law	
<a href="#">BADM 446</a>	Entrepreneurship Sm Bus Form	
<b>Total Hours</b>		<b>27</b>

## Management Major-General Management Concentration Sample Schedule for 2019-2020

First Year First Semester	
BUS 101	3
ECON 102 or 103	3
CS 105 or General Education	3
CMN 101 or Composition I	3-4
Language or General Education	3-5
<b>Semester Hours</b>	<b>15-18</b>

First Year Second Semester	
ECON 102 or 103	3
MATH 234	4
FIN 221	3
CMN 101 or Composition I	3-4
CS 105, Language, or General Education	3-5
<b>Semester Hours</b>	<b>16-18</b>

Second Year Third Semester	
ACCY 201	3
BADM 210	3
BADM 275 or BADM 310	3
General Education	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

Second Year Fourth Semester	
BUS 201	3
ACCY 202	3
BADM 211	3
BADM 275 or BADM 310	3
BADM 320 or General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

Commented [TNML16]: Not part of the official Academic Catalog, but included as a reference

<b>Third Year Fifth Semester</b>	
BUS 301	3
BADM 374	3
BADM 311	3
PSYC 201	3
BADM 320 or General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Third Year Sixth Semester</b>	
Advanced Composition	3
BADM 300	3
BADM 312	3
BADM 350	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Fourth Year Seventh Semester</b>	
BADM 449, General Education, or Elective	3
BADM 313	3
Major Elective	3
General Education	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Fourth Year Eighth Semester</b>	
BADM 449, General Education, or Elective	3
BADM 375	3
BUS 401	3
Major Elective	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

## Management Major-International Business Concentration

Code	Title	Hours
<a href="#">PSYC 201</a>	Intro to Social Psych (Preferred prerequisite: <a href="#">PSYC 100</a> or <a href="#">PSYC 103</a> )	3
<a href="#">BADM 350</a>	IT for Networked Organizations	3
<a href="#">BADM 374</a>	Management Decision Models (Prerequisite: <a href="#">BADM 211</a> )	3
<a href="#">BADM 375</a>	Business Process Management	3
<a href="#">BADM 380</a>	International Business	3
<a href="#">BADM 381</a>	Multinational Management	3
<a href="#">BADM 382</a>	International Marketing (Prerequisite: <a href="#">BADM 320</a> )	3
<b>General International Elective</b>		
	Choose one course from the list of courses relating to International Trade, International Economics or International Finance.	3
<b>Area Specific Elective</b>		
	Choose one course from the list of courses relating to 1) the European Union or other customs unions or 2) the economy, politics or sociology of a specific nation state or geographical region.	3
<b>Total Hours</b>		<b>27</b>

[View the General International Elective Course List.](#) [View the Area Specific Elective Course List.](#) The Elective Courses's Lists will be reviewed periodically and new courses may be added. A student may substitute a course not on the lists by obtaining consent in advance from the Department of Business Administration Head or designee.

## Management Major-International Business Concentration Sample Schedule for 2019-2020

Commented [TNML17]: Not part of the official Academic Catalog, but included as a reference

<b>First Year First Semester</b>	
BUS 101	3
ECON 102 or 103	3
CS 105 or General Education	3
CMN 101 or Composition I	3-4
Language or General Education	3-5
<b>Semester Hours</b>	<b>15-18</b>

<b>First Year Second Semester</b>	
ECON 102 or 103	3
MATH 234	4
FIN 221	3
CMN 101 or Composition I	3-4
CS 105, Language, or General Education	3-5
<b>Semester Hours</b>	<b>16-18</b>

<b>Second Year Third Semester</b>	
ACCY 201	3
BADM 210	3
BADM 275 or BADM 310	3
General Education	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Second Year Fourth Semester</b>	
BUS 201	3
ACCY 202	3
BADM 211	3
BADM 320	3
BADM 275 or BADM 310	3
<b>Semester Hours</b>	<b>15</b>

<b>Third Year Fifth Semester</b>	
BUS 301	3
BADM 374	3
BADM 380	3
PSYC 201	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Third Year Sixth Semester</b>	
Advanced Composition	3
BADM 300	3
BADM 350	3
BADM 382	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Fourth Year Seventh Semester</b>	
BADM 449, General Education, or Elective	3
BADM 381	3
Major Elective	3
General Education	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Fourth Year Eighth Semester</b>	
BADM 449, General Education, or Elective	3
BADM 375	3
BUS 401	3
Major Elective	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

## Major in Marketing

### For the Degree of Bachelor of Science in Marketing

The Marketing Major studies those business activities directly related to the process of placing meaningful assortments of goods and services in the hands of the consumer. The Marketing Student is concerned with the efficient performance of marketing activities and with their effective coordination with the other operations of the firm.

In addition to the Marketing Major requirements, Business Administration students must also fulfill the University's General Education requirements and the College of Business Core Courses requirements (for more detail, refer to the [College of Business Undergraduate Section](#)).

Code	Title	Hours
<a href="#">BADM 322</a>	Marketing Research (Prerequisite: <a href="#">BADM 320</a> )	3
<a href="#">BADM 325</a>	Consumer Behavior (Prerequisite: <a href="#">BADM 320</a> )	3
<a href="#">BADM 350</a>	IT for Networked Organizations	3
<a href="#">BADM 375</a>	Business Process Management	3
<a href="#">BADM 420</a>	Advanced Marketing Management (Prerequisite: <a href="#">BADM 320</a> )	3
Select four of the following (which must include at least two Marketing courses - marked with *):		12-13
<a href="#">BADM 321</a>	Principles of Retailing (Prerequisite: <a href="#">BADM 320</a> ) *	
<a href="#">BADM 323</a>	Marketing Communications (Prerequisite: <a href="#">BADM 320</a> ) *	
<a href="#">BADM 324</a>	Purchasing and Supply Mgmt (Prerequisite: Credit or concurrent enrollment in <a href="#">BADM 320</a> ) *	
<a href="#">BADM 326</a>	Pricing Policies (Prerequisite: <a href="#">BADM 320</a> ) *	
<a href="#">BADM 327</a>	Marketing to Business and Govt (Prerequisite: <a href="#">BADM 320</a> ) *	
<a href="#">BADM 329</a>	New Product Development (Prerequisite: <a href="#">BADM 320</a> ) *	
<a href="#">BADM 330</a>	Brand Management (Prerequisite: <a href="#">BADM 320</a> ) *	
<a href="#">BADM 382</a>	International Marketing (Prerequisite: <a href="#">BADM 320</a> ) *	
<a href="#">PSYC 201</a>	Intro to Social Psych (Prerequisite: <a href="#">PSYC 100</a> or <a href="#">PSYC 103</a> )	
<a href="#">BADM 311</a>	Individual Behavior in Orgs (Prerequisite: <a href="#">BADM 310</a> )	
<a href="#">BADM 312</a>	Org Design and Environment (Prerequisite: <a href="#">BADM 310</a> )	
<a href="#">BADM 374</a>	Management Decision Models (Prerequisite: <a href="#">BADM 211</a> )	
<a href="#">BADM 378</a>	Logistics Management	
<a href="#">BADM 403</a>	Principles of Business Law	
<b>Total Hours</b>		<b>27</b>

## Marketing Sample Schedule for 2019-2020

Commented [TNML18]: Not part of the official Academic Catalog, but included as a reference

<b>First Year First Semester</b>	
BUS 101	3
ECON 102 or 103	3
CS 105 or General Education	3
CMN 101 or Composition I	3-4
Language or General Education	3-5
<b>Semester Hours</b>	<b>15-18</b>

<b>First Year Second Semester</b>	
ECON 102 or 103	3
MATH 234	4
FIN 221	3
CMN 101 or Composition I	3-4
CS 105, Language, or General Education	3-5
<b>Semester Hours</b>	<b>16-18</b>

<b>Second Year Third Semester</b>	
ACCY 201	3
BADM 210	3
BADM 275 or BADM 310	3
General Education	3
General Education/ Elective	3-6
<b>Semester Hours</b>	<b>15-18</b>

<b>Second Year Fourth Semester</b>	
BUS 201	3
ACCY 202	3
BADM 211	3
BADM 320	3
BADM 275 or BADM 310	3
<b>Semester Hours</b>	<b>15</b>

<b>Third Year Fifth Semester</b>	
BUS 301	3
BADM 322	3
BADM 350	3
Major Elective	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Third Year Sixth Semester</b>	
BADM 325	3
Major Elective	3
Major Elective	3
General Education/ Elective	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Fourth Year Seventh Semester</b>	
BADM 449, General Education, or Elective	3
Advanced Composition	3
Major Elective	3
BADM 300	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Fourth Year Eighth Semester</b>	
BUS 401	3
BADM 375	3
BADM 449, General Education, or Elective	3
BADM 420	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

## Major in Operations Management

### For the Degree of Bachelor of Science in Operations Management

The Operations Management major develops concepts and skills for crafting innovative ways to deliver a firm's goods and services. It focuses upon the productive management of capital, human capital and information resources upon the process of value creation. The coursework devotes particular attention to the definition of business goals and the design of management policies and procedures for achieving those goals. Students majoring in Operations Management typically will seek careers as operations or strategy consultants, supply chain analysts, quality management professionals, manufacturing or service operations managers, project managers or leaders within other mission-critical functions of an organization.

In addition to the Operations Management major's requirements, Business Administration students must also fulfill the Urbana-Champaign campus's General Education requirements and the College of Business Core Courses requirements (for more detail, refer to the [College of Business Undergraduate section](#)).

Requirements for the major are:

Code	Title	Hours
<a href="#">BADM 350</a>	IT for Networked Organizations	3
<a href="#">BADM 374</a>	Management Decision Models (Prerequisite: <a href="#">BADM 211</a> )	3
<a href="#">BADM 375</a>	Business Process Management	3
<a href="#">BADM 377</a>	Project Management	3
<a href="#">BADM 378</a>	Logistics Management	3
<a href="#">BADM 379</a>	Business Process Improvement	3
Select three of the following:		9-10
<a href="#">BADM 311</a>	Individual Behavior in Orgs (Prerequisite: <a href="#">BADM 310</a> ) <sup>1</sup>	
<a href="#">BADM 312</a>	Org Design and Environment (Prerequisite: <a href="#">BADM 310</a> ) <sup>1</sup>	
<a href="#">BADM 329</a>	New Product Development (Prerequisite: <a href="#">BADM 320</a> ) <sup>1</sup>	
<a href="#">BADM 353</a>	Info Sys Analysis and Design (Prerequisite: <a href="#">BADM 350</a> ) <sup>1</sup>	
<a href="#">BADM 445</a>	Small Business Consulting <sup>1</sup>	
<a href="#">BADM 453</a>	Decision Support Systems <sup>1</sup>	
<b>Total Hours</b>		<b>27</b>

<sup>1</sup> One of these three course requirements may be satisfied by an appropriate internship, approved in advance by the Head of the Department of Business Administration or designee.

## Operations Management Sample Schedule for 2019-2020

Commented [TNML19]: Not part of the official Academic Catalog, but included as a reference

<b>First Year First Semester</b>	
BUS 101	3
ECON 102 or 103	3
CS 105 or General Education	3
CMN 101 or Composition I	3-4
Language, or General Education	3-5
<b>Semester Hours</b>	<b>15-18</b>

<b>First Year Second Semester</b>	
ECON 102 or 103	3
MATH 234	4
FIN 221	3
CMN 101 or Composition I	3-4
CS 105, Language, or General Education	3-5
<b>Semester Hours</b>	<b>16-18</b>

<b>Second Year Third Semester</b>	
ACCY 201	3
BADM 210	3
BADM 275 or BADM 310	3
General Education	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Second Year Fourth Semester</b>	
BUS 201	3
ACCY 202	3
BADM 275 or BADM 310 or BADM 320	3
BADM 211	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Third Year Fifth Semester</b>	
BUS 301	3
BADM 374	3
BADM 375	3
BADM 275 or BADM 310 or BADM 320	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Third Year Sixth Semester</b>	
Major Elective	3
Major Elective	3
BADM 378	3
BADM 350	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Fourth Year Seventh Semester</b>	
BADM 377	3
BADM 449, General Education, or Elective	3
Advanced Composition	3
BADM 300	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Fourth Year Eighth Semester</b>	
BUS 401	3
BADM 449, General Education, or Elective	3
BADM 379	3
Major Elective	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

## Major in Supply Chain Management

### For the Degree of Bachelor of Science in Supply Chain Management

The Supply Chain Management major studies the movement of materials from their procurement as raw material, parts or components through the manufacturing or processing sector to the marketing and distribution of end products for industrial or commercial users. The Supply Chain Management major is available only to qualified students based upon application and personal interview. For more information, contact the Director of the Supply Chain Management Program.

In addition to the Supply Chain Management major's requirements, Business Administration students must also fulfill the Urbana-Champaign campus's General Education requirements and the College of Business's Core Courses requirements (for more detail, refer to the [College of Business Undergraduate Section](#)).

Students are required to complete an approved internship to graduate with the Bachelor of Science in Supply Chain Management degree.

Code	Title	Hours
<a href="#">BADM 324</a>	Purchasing and Supply Mgmt (Prerequisite: Credit or current enrollment in <a href="#">BADM 320</a> )	3
<a href="#">BADM 327</a>	Marketing to Business and Govt (Prerequisite: <a href="#">BADM 320</a> )	3
<a href="#">BADM 335</a>	Supply Chain Management Basics	3
<a href="#">BADM 336</a>	Modeling the Supply Chain (Prerequisite: <a href="#">BADM 335</a> ) <sup>1</sup>	3
<a href="#">BADM 337</a>	Practicum in Supply Chain Mgt	3
<a href="#">BADM 350</a>	IT for Networked Organizations	3
<a href="#">BADM 375</a>	Business Process Management	3
<a href="#">BADM 378</a>	Logistics Management	3
Select one of the following:		3
<a href="#">BADM 322</a>	Marketing Research (Prerequisite: <a href="#">BADM 320</a> )	
<a href="#">BADM 328</a>	Business-to-Business Selling	
<a href="#">BADM 352</a>	Database Design and Management	
<a href="#">BADM 374</a>	Management Decision Models (Prerequisite: <a href="#">BADM 211</a> )	
<a href="#">BADM 377</a>	Project Management	
<a href="#">BADM 379</a>	Business Process Improvement	
<b>Total Hours</b>		<b>27</b>

<sup>1</sup> The internship must be completed prior to enrollment into the [BADM 336](#) course and a report on the internship must be submitted.

## Supply Chain Management Sample Schedule for 2019-2020

Commented [TNML20]: Not part of the official Academic Catalog, but included as a reference

<b>First Year First Semester</b>	
BUS 101	3
ECON 102 or 103	3
CS 105 or General Education	3
CMN 101 or Composition I	3-4
Language or General Education	3-5
<b>Semester Hours</b>	<b>15-18</b>

<b>First Year Second Semester</b>	
ECON 102 or 103	3
MATH 234	4
FIN 221	3
CMN 101 or Composition I	3-4
CS 105, Language, or General Education	3-5
<b>Semester Hours</b>	<b>16-18</b>

<b>Second Year Third Semester</b>	
ACCY 201	3
BADM 210	3
BADM 275 or BADM 310	3
General Education	3
General Education/ Elective	3-6
<b>Semester Hours</b>	<b>15-18</b>

<b>Second Year Fourth Semester</b>	
BUS 201	3
ACCY 202	3
BADM 211	3
BADM 275 or BADM 310	3
BADM 320 or General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Third Year Fifth Semester</b>	
BUS 301	3
BADM 335	3
BADM 350	3
BADM 320 or General Education/ Elective	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Third Year Sixth Semester</b>	
BADM 300	3
BADM 324	3
BADM 375	3
Major Elective	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Fourth Year Seventh Semester</b>	
BADM 449, General Education, or Elective	3
Advanced Composition	3
BADM 336	3
BADM 378	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

<b>Fourth Year Eighth Semester</b>	
BUS 401	3
BADM 327	3
BADM 449, General Education, or Elective	3
BADM 337	3
General Education/ Elective	3
<b>Semester Hours</b>	<b>15</b>

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