From:	Smith, Randy
To:	Croxton, Keely; Lithgow, Jana
Cc:	Sutherland, Sue; Herrmann, Samantha; Smith, Randy; Griffiths, Rob; Reed, Katie; Duffy, Lisa; Hunt, Ryan; Chandrasekaran, Aravind; Jones, Norman; Talbot, Ann; Brown, Trevor; Bellamkonda, Ravi V.; Martin, Andrew
Subject:	Proposal to redesign the BSBA core curriculum
Date:	Monday, April 27, 2026 2:30:37 PM
Attachments:	image001.png

Keely and Jana,

The proposal from the Fisher College of Business to redesign the Bachelor of Science in Business Administration core curriculum was approved by the Council on Academic Affairs at its meeting on April 27, 2026. Thank you for attending the meeting to respond to questions/comments.

The proposal will now be sent to the Board of Trustees for action at its meeting on **May 21, 2026**. If approved by the full Board at its meeting on June 4, 2026, my office will work with you on the approval process with the Ohio Department of Higher Education.

Once fully approved, the Office of the University Registrar will work with you on any implementation issues.

We ask that you return to the Council during the 2026-27 academic year with implementation update, and one that shows collaboration in course development with the affected units in the College of Arts and Sciences. I will set a call to discuss this soon.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Sue Sutherland (.43), or me.

I wish you success with this very important program development.

Randy

THE OHIO STATE UNIVERSITY

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Fisher Response to Questions

1. Can you provide a timeline of implementation? We recognize that there needs to be fluidity in the process to account for adjusting along the way, but it would be helpful to know generally when you believe the new courses will become available, when you anticipate students beginning to transition to the new core curriculum, when the current design will be sunset, etc. Some of your responses to questions below, such as any hiring changes or acquiring new resources, would also be helpful to see in the timeline if applicable.

    - SUMMARY: Students entering OSU in AU27 or after will be taught the new curriculum. Students joining OSU prior to AU27 will be under the legacy curriculum.

    - Details:

        - May 2026 –invite students to apply for 2026-2027 pilot; identify 90 students with varied experience in high school math and economics coursework.

        - May 2026-July 2026 – enroll pilot participants in split core courses for AU26

        - Autumn 2026 – pilot four 1.5 credit courses

        - Spring 2027 – pilot two 1.5 credit courses alongside required CSE course

        - May 2027 – introduce new requirements at NFYS Orientation

        - Autumn 2027 – implementation of new core curriculum requirements for incoming NFYS and transfer students who enter the university that semester; major change and campus change students will remain on the legacy curriculum

        - Autumn 2027-Spring 2028 – legacy requirements and new requirements offered simultaneously; pilot remaining split core courses for the AU26 pilot group; pilot new durable skills courses as electives for upper-level students on the legacy curriculum

        - Autumn 2028-Spring 2029 – legacy requirements and new requirements offered simultaneously

        - May 2029 – sunset legacy requirements

2. Can you clarify where each of the new courses are in their stages of development?

    - We are currently focused on developing the new ‘split core’ courses, as we want to pilot those in AU26 and SP27. We are working with all the department chairs and their faculty and are close to having syllabi ready for those courses.

- For the other 'new' courses, we are still in the conceptual stage. As you have seen in the proposal, we have learning goals for each one but have not started to structure the courses yet. As noted below, several of them involve other colleges. We have spoken with the associate deans about our planned changes and we are now starting to have those conversations with relevant department faculty (more information below). Please note that Econ, Math and Stats will need to be ready Au27, but the Career Skills courses won't need to be offered until Au28, although we would like to pilot them if we can get them ready sooner.

3. I see you are eliminating the advanced writing course. Will the Communicator's Toolkit meet the advanced writing requirement and will you be working with the English Department to develop this course?

    - We plan to meet the learning goals of the advanced writing embedded literacy through three courses: the new communication course, the new critical thinking course, and the expanded business law course. All 3 courses will have writing assignments that help develop students' ability to communicate effectively in written form, in the context of business.

    - We have started a conversation with the English department to design and deliver the Communicator's Toolkit course. Many of our peer and aspirational business programs have Business Communication courses that are taught within the business school, but we think we can meet our curriculum goals with a well-designed course taught by the English department.

4. We noticed you are planning to consolidate courses students take in other colleges into new Fisher Courses, such as economics and statistics. Have you been in conversation with these departments and made them aware of the proposed changes? The departments could be significantly impacted by these changes, and any communications you've had with them in support of these changes would be helpful to provide with the proposal.

    - For the Statistics course, we are moving from a 4-credit hour course to a 3-credit hour course, and would like to work closely with the Stats department on designing the content. The Stats department chair is currently working with our faculty to design that course, and Stats will continue to deliver it.

    - For Economics, we are moving from 2 courses to 1. A few people within the department are aware of the change, and we are scheduling a meeting with them to discuss whether they are interested in teaching the new Managerial Econ course. Assuming they are, we would like to work closely with them on designing the content. The faculty at Fisher who have taught our Managerial Econ course for MBA students have already started to think about what this undergraduate course should look like.

- Currently, the Econ department is having a hard time staffing introductory Econ courses and have had to move to larger sections to accommodate our enrollment. So while this change will still impact them, it also could help alleviate a staffing issue they have.

- We understand that these changes have large impacts on these departments and colleges. We don't take that lightly. But we also have to deliver on what industry is telling us they need and what is best for student learning and success. All of our changes are focused on delivering graduates that can be successful throughout their careers. We heard very loudly from all external stakeholders that a focus on durable skills and cross-functional thinking is important. Since we weren't allowed to make changes to the total credit hours required in the core, we had to find places that we felt we could reduce credit hours to make room for this new content. In addition to the courses mentioned above, we also made cuts to Fisher courses in order to make everything fit.

5. The redesign replaces two separate microeconomics and macroeconomics courses with a single 3-credit "Managerial Economics" course. By consolidating these foundational disciplines, what specific advanced theoretical concepts are being sacrificed, and how might this affect students pursuing highly analytical specializations like Finance or Economics?

    - Most business majors don't need deep theoretical micro and macro frameworks—they need practical economic reasoning for pricing, forecasting, market analysis, decision-making under uncertainty, and understanding competitive dynamics. This is consistent with the feedback we received from practitioners, and several peer business programs also require only one economics course. A well-designed managerial econ course integrates the most relevant micro and macro concepts directly into these managerial applications. In addition, modern business problems rarely fit cleanly into "micro" or "macro" buckets. Inflation affects consumer demand. Exchange rates affect supply chain costs. Market power affects pricing strategy. Managerial economics courses are designed to blend these perspectives, teaching students how to analyze real problems holistically—something the traditional split does not do as effectively. A well-constructed managerial econ course can still cover supply and demand, market structures, elasticity, GDP, inflation, monetary policy, etc.—but with an emphasis on what business students must be able to *do* with that knowledge. The shift is not about "less economics," but about *better-targeted economics for the business professional*.

    - Our Finance faculty are comfortable with the move to a single Econ course. Our MBA curriculum is structured with a 3-credit hour Managerial Econ course and we have found it to prepare our students well for all careers. Most of the current MBA students don't have an undergrad background in Econ and still find the integrated course sufficient.

- For students studying Economics, we want the new course to cover enough micro-econ content to still be an appropriate pre-req for the Intermediate Micro course, and that specialization can still require a standalone Macro Econ course.

6. The proposal mentions that standalone International Business requirements are being removed and "integrated" throughout the curriculum. Without a dedicated course, how will the college prevent international perspectives from becoming "diluted" or secondary to domestic business concepts within individual functional courses? Are students advise to pursue a minor in areas such as Latin American Studies (including language second language studies), or to pursue study abroad opportunities to do internships or any other abroad experience?

    - We are working with our International Business faculty to ensure that we are not diluting the global content in our curriculum. Instead, we will be embedding a lot of what is currently taught in our IB standalone course into the expanded Global Strategy course. So between that, and explicitly embedding global topics into each functional course, we think we can end up with a curriculum that is actually better providing our students a globally-minded business education. When global issues are integrated directly into finance, marketing, operations, accounting, and strategy courses, students see *how* exchange rates affect pricing, *how* trade policy affects sourcing, and *how* geopolitical risk affects capacity and inventory decisions. This leads to deeper, more durable learning.

    - Our Office of Global Business provides dozens of opportunities for students to engage in global experiences, in addition to all the opportunities provided by OIA. Last year, nearly 900 Fisher students participated in a study abroad, global trek or global internship. We will continue to encourage students to extend their global education outside of the classroom.

7. The new business math course will result in students losing a TA-lead recitation. How will students who benefit from this individualized attention receive adequate support in the new curriculum?

    - Today's students have multiple opportunities to get individualized support through AI-tools. Particularly in a topic like math, they can have AI tools create practice problems and help them walk through solutions, much like a TA would.

    - Fisher academic advisors closely monitor course performance alerts, particularly for first-year business foundations courses, and consistently refer students to the Math Stat Learning Center for tutoring. As a part of our Academic Excellence strategy, Fisher is also investing in developing a tutoring program to help support students who are struggling anywhere in our curriculum.

8. Do current faculty have the expertise to teach all of the new career skills toolkits? Or will Fisher hire new faculty with the expertise to teach topics such as resilience and mindfulness?

    - As mentioned above, we would like to see the Communications course taught by the English department.

    - We would like to work with the Psychology department to develop and teach the Resilience course. We do have faculty with expertise in resilience and social psychology within Fisher, so we would like to collaboratively design a strong course.

    - We believe we have faculty interest and qualifications to design and teach the Critical Thinking course, although we might use new hires to teach this course as well.

9. Generally, with the course sizes shrinking will there be enough faculty to teach all of the new offerings or are there plans to hire more faculty?

    - Our Dean has already budgeted and approved 10 new non-tenure-track faculty lines to facilitate smaller class sizes. We are also using the AI-hiring and Gamechanger initiatives to increase our tenure-track faculty.

10. Are there any concerns with changes in classroom needs for the new curriculum?

    - Fisher's current classroom infrastructure is definitely a constraint on our 'ideal state.' We are working towards a plan to build new classrooms, but until we do that, we will a) phase our plans for smaller section sizes and move towards our goals as new classrooms become available; and b) strategically use hybrid course formats to more efficiently use classrooms without hindering student learning.

11. The maturity model is an innovative approach to student learning. Can you provide more information on the assessment plan for the model? How will you collect evidence of benchmarks?

    - Our Redesign Implementation Task Force will be working out the details of our maturity model and assessment plan. The goal is to assess each of the 4 dimensions each year of the student journey. We will do this in ways that are consistent with AACSB's Assurance of Learning processes.

12. For the dimensions of a graduate that are less objective, such as resilient and bridge-building communicators, how will you assess those traits?

    - For communication, we will likely rely on assignments that are embedded into the curriculum. We will be thoughtful about choosing assignments that allow us to measure increasing expectations on a student's communication maturity.

- Our implementation task force will be working out how we measure resilience, but we will likely look for an existing and research-based assessment tool (e.g. the Connor-Davidson Resilience Scale). If we cannot find one we like, we could work with our colleagues in the Psychology department to develop one.

13. For courses that are developed to keep up with the fast-changing nature of the industry or tools, such as CSE Excel+, how will the college review the courses to ensure they are keeping up with these changes?

    - We intend to engage in a full curriculum review every 3 years, gathering feedback from internal and external stakeholders to make sure our curriculum is keeping pace with market needs. In particular, we see the Career Skills Core courses as being 'placeholders', in the sense that we will adjust the content, and the titles if necessary, of those courses if we learn that the career skills needed are shifting. We will also continue to monitor computer skills required and make content changes in the CSE course, as well as in our Analytics curriculum as tools changes.

14. Will there be any changes to the admission criteria for new transfer students or current student major changers from Columbus and regional campuses?

    - We do not anticipate any significant changes to admission criteria for transfer students, major change students, or campus change students. Currently, we require a minimum GPA, completion of English 1110 or equivalent with a grade of C or better, completion of Math 1131 or 1151 or equivalent with a grade of C or better, minimum credit hours earned, and minimum letter-graded credit hours earned post high school graduation at OSU. These requirements vary slightly for transfer, major change, and campus change admissions.

    - We do intend to modify the pre-admission math requirement to include the proposed Business Math course in addition to the existing calculus options so as not to delay any student's graduation timeline. We are also evaluating options for accepting microeconomics and macroeconomics for students who do not enter Fisher as NFYS and who do not have the proposed Managerial Economics course.

15. If the new Business Math replaces the current Calculus requirement, will there be any exceptions made to accept the current Calculus requirement during the transition to the new curriculum?

    - Yes, we will accept the current Calculus requirement during the transition to the new requirements. We will continue to accept exam credit or transfer credit for Math 1131 or 1151 or equivalent for the Business Math requirement. Students who do not have calculus credit will be required to take Business Math or the appropriate course based on their math placement exam.

16. Will there be any changes to the current application cycles/timelines for current student major changers.

    - We are exploring the possibility of switching to two major change cycles per year rather than three; this has been under consideration for some time and is not related to the core curriculum revision.

17. Will non-direct NFYS Fisher direct admission students also start as undecided, or will they have the opportunity to choose a specialization at the start of their admission if they have already decided?

    - We will permit students to choose a specialization on the Common Application, although our messaging will encourage them to enter 'undecided', and wait until the spring of their first year to declare a specialization. They will also be able to change their specialization at any time and without a minimum GPA requirement. Currently 2-3 specializations are competitive after admission to the college, resulting in some students not receiving admission to their top choice specialization. With this new curriculum, we will accommodate each student's preferred specialization.

18. Will a new Business Math sequence be created or will MATH 1130/1148 still serve as sufficient prereqs for those students who need to complete prereqs prior to enrolling in the Business Math class?

    - We will ask the Math department to recommend sufficient prerequisites for the Business Math class. It seems that Math 1130/1148 are still appropriate, but we will work with the department to continue or establish the sequence for students who need these courses.

19. Is this new class being modeled after a class already in existence that is used by any peer institutions or state of Ohio institutions? Thinking in terms of transfer credit and admission to major if math remains a prereq for non-NFYS students, if an equivalent class is not already in existence will the expectation be that students will have to take this class at Ohio State before admission to major?

    - The task force carefully considered numerous options for modifying the calculus requirement to make it more relevant to the math skills that students need throughout the rest of their curriculum, and throughout their careers. In collaboration with instructors for advanced quantitative courses and with feedback from our industry partners, we determined that being exposed to linear algebra concepts would help develop their mathematical maturity, and that it would be OK to reduce their exposure to calculus. Therefore, the committee determined that a blend of applied calculus and applied linear algebra would best meet workforce development needs and maintain sufficient rigor. The idea is to develop a course that helps students understand, model, and optimize business systems by using foundational concepts from calculus (change,

growth, optimization) and linear algebra (systems, combinations, matrix operations) with an emphasis on interpretation, visualization, and practical modeling. We do not have any courses from other universities to model this on, but there are a few textbooks that weave calculus and linear algebra together and focus on applications.

- We will not expect students to complete Business Math before admission to the major, and we will accept other math courses as a substitute. However, we will continue to expect completion of a math course that will include Business Math, Business Calculus, Calculus I, or other equivalent courses. We intend to work with the math department and Fisher faculty to determine an appropriate list of OSU courses that would be at least as rigorous as Business Math. We will also continue to accept AP, IB, EM, or K credit for any of those options as well.

20. For students who have already have credit for Calculus (ex. through AP, transfer credit, taking here and changing majors) is there a plan for a separate Business Linear Algebra class to address those concepts, or will the application of Calculus concepts in the new Business Math class warrant that these students still need to take the new Business Math class?

    - As mentioned above, students with calculus credit will not need to complete Business Math. We believe that students who successfully complete a calculus course or who enter OSU with calculus credit will be sufficiently prepared for future courses. It will just remain our preference that students have exposure to the linear algebra concepts in Business Math. We will also work with the math department to identify some linear algebra materials for students with an interest in learning those concepts independently.

21. Will non-Fisher students still have access to the 7 Foundation Courses to allow students to make progress towards the degree while working on major admission?

    - We intend for Managerial Econ, CSE, Business Math, and the Stats department course (#1 in the 3-course sequence) to be open to all OSU students. We are currently exploring options for Business Law and Ethics and the Business Stats and Data Analytics courses. At this point, we expect that physical space limitations will impact our ability to offer those to a broader population while we are offering both the legacy and new core courses. However, we recognize the value of expanding access to foundations courses and will make this a priority once the legacy curriculum has been sunset.

22. Will non-Fisher students have access to any of the Functional (Core 1 and Core 2) classes to allow students to make progress towards the degree while working on major admission?

- As is the case now, we do not plan to allow open access to the Core 1 and Core 2 courses. We will re-evaluate this decision in 2028, when our legacy curriculum is one year out from its expected sunset.

23. With the more structured nature of the new curriculum, it would be helpful to see examples of the defined pathways for non-NFYS Fisher direct admission students.

    - We are in the process of building non-NFYS pathways right now. We are committing to a two-year pathway for community college transfer students with associates degrees and a three-year guaranteed pathway for major change students. It is possible that a student could finish in 2.5 years after starting their OSU education, but we are guaranteeing a 3-year timeline to degree completion. We will collaborate closely with EXP and the colleges to support students and already have significant advising and operations resources dedicated to major change students and processes.

24. Building upon TAG approval for specific courses, if not already, when is the plan to start work on revisions for Ohio Guaranteed Transfer Pathways?

    - The implementation operations team is hard at work on developing internal resources that will be used to update all external documentation. In addition, we will be dedicating advising and admissions/recruitment resources to transfer students to best support their planning and transition to Fisher.

25. As the university continues to collaborate with Columbus State and with the implementation of the new Buckeye Bridge program, will there be targeted efforts to ensure that CSCC staff and students are made aware of the pending changes so that they can adjust in a timely manner for the AA in Business degree 2 + 2 program?

    - We have close relationships with CSCC staff and our key contacts there are already aware that there are changes pending. Significant curriculum changes result in a 2-3 year delay from our community college partners and the AA in Business 2+2 program is no exception. We have an operational plan to provide individual degree audit exceptions and to work with each individual student to maximize their opportunities. The guiding principle for this work is “do no harm.” If the changes are approved, we will hold information sessions and training workshops for our CSCC advising and faculty partners, continue our CSCC drop-in hours, participate in on-site events at their invitation, and work with the CSCC staff to engage in additional opportunities, such as inviting their team to campus for a Buckeye Bridge professional development and training day with the Fisher team.

From:	Herrmann, Samantha
To:	Reed, Katie; Sutherland, Sue
Subject:	FW: Fisher course ideas
Date:	Thursday, April 23, 2026 11:14:42 AM
Attachments:	image001.png image002.png image003.png image004.png

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Samantha Herrmann, Ph.D.
Assistant Professor of Teaching Practice
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From: Martin, Andrew <martin.1026@osu.edu>
Sent: Friday, April 17, 2026 3:38 PM
To: Herrmann, Samantha <herrmann.74@osu.edu>
Subject: FW: Fisher course ideas

Here is the email from Keely confirming that it will be offered out of English. Thanks again for meeting with me, and if there is anything else I can do to help, just let me know!
Best
Andrew

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From: Croxton, Keely <croxton.4@osu.edu>
Sent: Friday, April 17, 2026 1:37 PM
To: Martin, Andrew <martin.1026@osu.edu>
Cc: Horn, David <horn.5@osu.edu>; Chandrasekaran, Aravind <chandrasekaran.24@osu.edu>
Subject: Re: Fisher course ideas

Andrew,

Yes, the course would be offered out of English, but rather than focusing on 'advanced writing' as the current course does, it would be a more holistic approach to thinking about how you communicate in the business setting. This would include presentation skills, interpersonal communication, persuasion, storytelling, etc. I provided Beth with the draft learning outcomes, and I think she felt that her faculty could deliver on those goals, but perhaps we need to have another conversation since it seems there was some miscommunication in our talk yesterday - an example of the importance of clear communication.

As for the other departments, I think Stats is the furthest along. We have some of their faculty working with our faculty to rethink the Stats course, and I think they have come to terms with it being a 3-credit hours course. For math, I had an initial conversation with Jim Fowler and I think he and I need to talk again about steps to move forward. My meeting with Econ is in the scheduling process… we've had a hard time finding a time that the relevant people can meet. I believe you mentioned to them that we wanted to go to a single Managerial Econ course, but I need to confirm they are interested in teaching that course, and are willing to work with some of our faculty on designing it. That is probably the change that has the largest impact for your college.

Let me know if you have other questions or suggestions for moving this all forward!

Keely

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From: Martin, Andrew <martin.1026@osu.edu>
Date: Friday, April 17, 2026 at 12:55 PM
To: Croxton, Keely <croxton.4@osu.edu>
Cc: Horn, David <horn.5@osu.edu>, Chandrasekaran, Aravind <chandrasekaran.24@osu.edu>
Subject: RE: Fisher course ideas

Thanks Keely, that's super helpful. So the course would be offered out of English? And just as a follow up, were the discussions with the other units (Econ, Math, Stats, and Psych) productive?

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From: Croxton, Keely <croxton.4@osu.edu>
Sent: Friday, April 17, 2026 12:43 PM
To: Martin, Andrew <martin.1026@osu.edu>
Cc: Horn, David <horn.5@osu.edu>; Chandrasekaran, Aravind <chandrasekaran.24@osu.edu>
Subject: Re: Fisher course ideas

Andrew,

There must have been a misunderstanding. I thought Beth and I left our conversation yesterday with an understanding that we would collaborate with the English department to develop a business communications course that they would teach. I was originally thinking it might be a joint collaboration with the Communications department, but she explained that might be difficult, so we landed on it being a collaborative design process with us, but offered entirely by her faculty.

If that was the misunderstanding, does my explanation alleviate any concerns about harm our changes are doing for that department?

Keely

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From: Martin, Andrew <martin.1026@osu.edu>
Date: Friday, April 17, 2026 at 12:29 PM
To: Croxton, Keely <croxton.4@osu.edu>
Cc: Horn, David <horn.5@osu.edu>, Chandrasekaran, Aravind <chandrasekaran.24@osu.edu>
Subject: RE: Fisher course ideas

HI Keely

I know we've had some conversations about how ASC can help move these Fisher revisions forward. I just wanted to loop back around to get an update on these discussions. My understanding is that the Fisher proposal is at CAA for revision, and I was hoping to see where things landed. The chair of English mentioned that she had a conversation with you yesterday and was disappointed that Fisher was going to develop an in-house business communication course. As you know, they've devoted significant resources to serving the degree, and were very much hopeful that they could be partners in revising their curriculum to meet the needs outlined below.

Dean Horn asked me to cc him and AC on this as well.

Best

Andrew

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From: Croxton, Keely <croxton.4@osu.edu>
Sent: Tuesday, December 2, 2025 12:56 PM
To: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Martin, Andrew <martin.1026@osu.edu>
Cc: Lithgow, Jana <lithgow.2@osu.edu>
Subject: Fisher course ideas

Bernadette and Andrew,

Thank you for your time today and your graciousness. I really do want to be good campus partners and find ways to take the sting out of some of these changes. Just to put it all in one place and to add some detail, here are the elements of our proposed curriculum that impact CAS:

STATS 1430: Redesign in partnership with Fisher faculty

MATH 1131: Take from 5 credit hours to 4, and possibly add some Linear Algebra concepts

ECON 2001, 2002: Combine into a single 3 credit hour Managerial Econ course to be designed collaboratively with Fisher. Desired topics include:

- Predicting firm and individual behavior using the rational actor paradigm
- Correctly identifying the relevant costs associated with a decision or investment
- Setting optimal prices and price discrimination structures
- Predicting industry-level changes using demand/supply analysis
- Developing long-run strategies to prevent profit erosion and to increase firm value
- Using elements of game theory to predict how actions influence those of others
- Making better decisions in uncertain environments
- Identifying and solving problems caused by moral hazard and adverse selection

- Aligning individual and division incentives with the goals of a company
- Managing relationships between upstream suppliers or downstream retailers
- Identifying opportunities to profitably consummate wealth-creating transactions
-

ADVANCED WRITING: Replace with a Business Communications Course, desired topics include:

- Foundations of effective communication in a business setting: written memos, emails, presentations (with opportunities to practice)
- Storytelling: story structures for persuasion and inspiration, using data and visuals to support a narrative
- Feedback, conflict and collaboration: frameworks for giving and receiving feedback, difficult conversations
- Communicating as a leader: professional communication in high-stake environments, communicating vision, motivation and change
- Using AI as a tool to help communicate effectively

NOTE: current options for students to fulfill this requirement are Economics 2367.01, 2367.02, English 2367.01, 2367.01H, 2367.02, 2367.04, 3304, 3305, and Political Science 2367.

In addition, we want to add a 7-week (1.5 credit hour) course on resilience and grit, and while we have some Leadership faculty interested in teaching this, we could also discuss having it taught out of Psychology or possibly team taught with Fisher. We would like this course taught in small sections (e.g. 60 students). Desired topics include:

- Fixed vs growth mindset, emotional intelligence, assessing strengths, triggers and opportunities
- Mindfulness and emotional regulation
- Accountability
- Learning from failure
- Sustaining growth and curiosity
- Change management in an organization

I think that captures everything - at least as it stands now. I'll let you know if anything changes on our end as we collect faculty feedback. Please let me know if there are any questions I can answer or other ways I can help.

Again, thank you!

Keely

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From: Croxton, Keely
To: Reed, Katie; Smith, Randy
Subject: Proposal for Fisher UG curriculum redesign
Date: Friday, February 27, 2026 12:05:33 PM
Attachments: image001[85].png
image002[95].png
Redesign Proposal to CAA.pdf

Katie and Randy,

I have attached Fisher's proposal for our redesigned undergraduate curriculum. It includes a letter of support from AC. If you think there's anything glaring that is missing, please let us know. Otherwise, please start routing it through the CAA process. As Randy is aware, we are keen to get this approved as soon as possible so that we can start talking about it with potential students (we are planning on an AU27 launch). While you are working it through the system we will work on filling out the form required by ODHE so that we are ready for that step once it is through CAA.

Thanks to both of you for helping usher this through the approval process!

Keely

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February 25, 2026

Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs

Dear Vice Provost Smith:

Fisher is pleased to submit this proposal to redesign the BSBA core curriculum. The proposed curriculum was developed by the Undergraduate Curriculum Redesign Task Force, chaired by Keely Croxton and Jana Lithgow, with multiple opportunities for faculty feedback throughout the process. The task force revised the proposal in response to that input, and faculty were subsequently given a formal opportunity to indicate support. 80% of tenure-track and clinical faculty (70% response rate) and 97% of lecturers (60% response rate) expressed support for the proposal.

Our undergraduate core has not undergone substantial revision since the university's transition from quarters to semesters, and those changes were largely structural rather than market-driven. This proposal represents a meaningful evolution with two primary aims: to intentionally develop the durable and technical skills industry partners consistently identify as critical, and to introduce foundational business concepts much earlier in students' academic careers. In doing so, we better position students to choose their specializations with greater clarity and confidence, and to compete for early internships.

We believe this structure will differentiate Fisher in ways that resonate with prospective students and families, as well as with recruiters and executives who hire our graduates. Its early immersion in business, emphasis on durable skills, cross-functional integration, and AI fluency reflects today's marketplace expectations while creating a more engaging and professionally relevant student experience. We will pair this redesign with a disciplined assessment process to measure outcomes, learn from implementation, and continuously refine the curriculum to ensure it delivers on its promise.

Sincerely,

Aravind Chandrasekaran
Interim Dean

Fisher Undergraduate Curriculum Innovation Proposal

Why Fisher Must Reimagine the Undergraduate Business Curriculum

The Fisher College of Business has long been recognized for academic rigor, strong disciplinary foundations, and outstanding career outcomes. It is also committed to developing principled leaders who create value for organizations and society. That commitment remains central to this redesign. As the business environment becomes more complex, uncertain, and technology-enabled, the qualities required of principled leadership are evolving. Preparing students to lead with sound judgment, integrity, and impact now requires a more intentional focus on how they think, decide, communicate, and adapt—not just what they know.

The environment our graduates are entering is changing more rapidly—and more fundamentally—than at any point in recent decades. Advances in analytics and artificial intelligence, increasing supply chain, financial market, and geopolitical volatility, evolving expectations of employers, and the blurring of functional boundaries inside organizations all challenge the traditional structure of an undergraduate business education. Industry leaders consistently emphasize that they are looking for students with strong critical thinking, problem solving, and resiliency skills. Incremental adjustments to existing courses are no longer sufficient. To continue to lead, Fisher must take a more deliberate step: reimagining the undergraduate curriculum around the capabilities our graduates will need not just for their first job, but for sustained impact over a lifetime.

At the same time, the value of a college education is being questioned more openly by students, families, employers, and policymakers. In fact, a late-2025 poll found 63% of Americans feel a four-year degree is not worth the cost, up from 47% in 2017. Rising costs and changing labor markets have sharpened expectations that undergraduate programs deliver clear, tangible returns on investment. For a professional school such as Fisher, this means ensuring that graduates are not only intellectually prepared, but demonstrably employable—able to contribute meaningfully from early in their careers and to continue growing as roles, technologies, and industries evolve. A curriculum that clearly connects learning experiences to professional capability is essential to maintaining trust in the value of a Fisher degree.

This is why listening to employers is increasingly important, and they are sending a consistent message. They value technical competence, but they increasingly differentiate talent based on durable skills that include how individuals think, adapt, collaborate, and create value under uncertainty. Business problems are rarely neatly defined by discipline; they are cross-functional, data-rich, and embedded in complex systems. Graduates must be able to frame ambiguous problems, evaluate trade-offs, work productively with others, and learn continuously as tools and contexts evolve. These skills do not emerge automatically from a checklist of functional requirements—they must be intentionally cultivated and practiced.

An important companion to the structural changes outlined in this proposal is a continued shift toward more active and experiential learning throughout the curriculum. Research and practice consistently show that students develop deeper understanding, stronger skills, and greater confidence when they apply concepts through projects, simulations, cases, and real-world problem solving. While the primary focus of this proposal is curricular structure, increasing experiential and applied learning is integral to the broader transformation of the student experience at Fisher. Additional work will further define how these approaches are embedded across courses and programs, reinforcing learning through practice and reflection.

Problems We Are Trying to Fix

There are several issues with the current curriculum that became the overarching goals of this redesign.

Our peers and aspirant institutions have evolved their curricula, and we have not kept pace. Peer and aspirant business schools have significantly rethought their undergraduate curricula over the past decade, placing greater emphasis on integration, early engagement, experiential learning, and career-relevant skill development. While Fisher's curriculum remains strong in disciplinary rigor, its overall structure reflects an earlier model of business education. Our last major curriculum revision was in 2010, as we planned for the shift from quarters to semesters. As a result, we have fallen behind institutions that are offering students more coherent, modern, and differentiated learning experiences aligned with today's business environment.

The curriculum does not intentionally develop durable skills for an AI-enhanced world. While our courses effectively transmit foundational business knowledge, the curriculum is not purposefully designed to develop the durable skills that graduates need to succeed in an AI-enhanced workplace. Skills such as critical thinking, communication, judgment under uncertainty, adaptability, and resilience must be explicitly taught and practiced across contexts. Without a clear, scaffolded approach to developing these capabilities, students may graduate with technical competence but without the habits of mind required to effectively think critically, communicate their ideas and remain curious throughout their careers.

Students currently engage with business coursework too late in their academic journey to fully support career exploration and internship readiness. With the current curriculum, most students do not take their first business courses until their sophomore year, and many do not begin specialization coursework until their junior or even senior year. This delayed exposure limits students' ability to explore interests early, build relevant skills, and demonstrate readiness for internships during critical recruiting windows. This is particularly problematic because employers are increasingly using internships as their primary hiring pipeline and recruiting students as early as the summer after sophomore year. As a result, some students face barriers to accessing high-impact internships, struggle to fully benefit from those experiences due to limited

prior coursework, and are less competitive than peers at institutions where students more commonly complete multiple internships.

The curriculum lacks sufficient integration across business functions and organizational systems. The current curriculum is organized primarily around individual disciplines, with limited opportunities for students to integrate concepts across functions or to develop a holistic understanding of how organizations operate. Students may perform well within individual courses, yet struggle to connect insights from finance, marketing, operations, information systems, and strategy when addressing real-world business problems. This lack of integration limits students' ability to add value in organizational settings where decisions are inherently cross-functional.

The way students learn is changing, and the curriculum has not adapted accordingly. Today's students learn differently than previous generations, with greater expectations for active engagement, collaboration, feedback, and real-world application. Traditional, lecture-heavy course designs are increasingly misaligned with how students develop deep understanding and transferable skills. Without adapting instructional approaches and curricular structures to support experiential, collaborative, and reflective learning, the curriculum risks reduced engagement and missed opportunities to develop the capabilities that matter most for long-term success.

Our Process

The development of this proposed curriculum was initiated in Spring 2025, when the Dean commissioned a cross-departmental task force composed of two faculty members from each academic department. The charge to the task force was to take a fresh look at the undergraduate business curriculum, question long-standing assumptions, and design a structure that would better align with the future needs of students and employers while remaining true to the school's academic values.

Throughout the spring, summer, and autumn, the college's leadership team engaged extensively with a wide range of stakeholders to inform this work. These conversations included recruiters and hiring managers from organizations that currently hire Fisher students, as well as firms that do not, along with alumni, senior executives, and current students. Students provided valuable perspectives on the flow of the curriculum through their academic journey and on how well prepared they felt for internships and the job market. Across all these discussions, a consistent guiding question framed the input we sought: *What skill sets should we be most intentionally developing in our undergraduate business students?* Drawing on these perspectives, the task force began its work in earnest in late summer, translating stakeholder insights into a proposed curriculum designed to better prepare students for the evolving demands of the business environment.

Following this initial design work, the task force developed a version 1.0 of the redesigned curriculum and shared it broadly with the Fisher community. Town halls and meetings with each

academic department provided structured opportunities for faculty to ask questions, raise concerns, and offer constructive feedback. That input was thoughtfully reviewed and incorporated into a revised version of the curriculum, resulting in the version 2.0 proposal presented here.

What Do We Want Our Graduates to Look Like?

The "Portrait of a Graduate" exercise provided the task force with a critical opportunity to step back and ask a fundamental question: *What should it mean to be a Fisher graduate?* Through that process we identified four dimensions that we wanted Fisher graduates to be (Figure 1):

- **Knowledgeable business practitioners**
- **Analytical and innovative problem solvers**
- **Bridge-building communicators**
- **Resilient and growth-oriented professionals**

This captures a shared vision of the kinds of professionals we want our students to become—individuals who can think analytically and systemically, solve meaningful problems in uncertain contexts, collaborate and lead effectively, and apply business judgment with awareness of broader organizational and societal implications. These qualities are durable, transferable, and deeply aligned with Fisher's mission to develop principled leaders who exercise leadership through their actions and interactions from the start of their careers, and who continue to expand their impact over time.

Aligning the undergraduate curriculum around these four dimensions does not diminish disciplinary depth; rather, it gives that depth greater purpose and coherence. When courses are

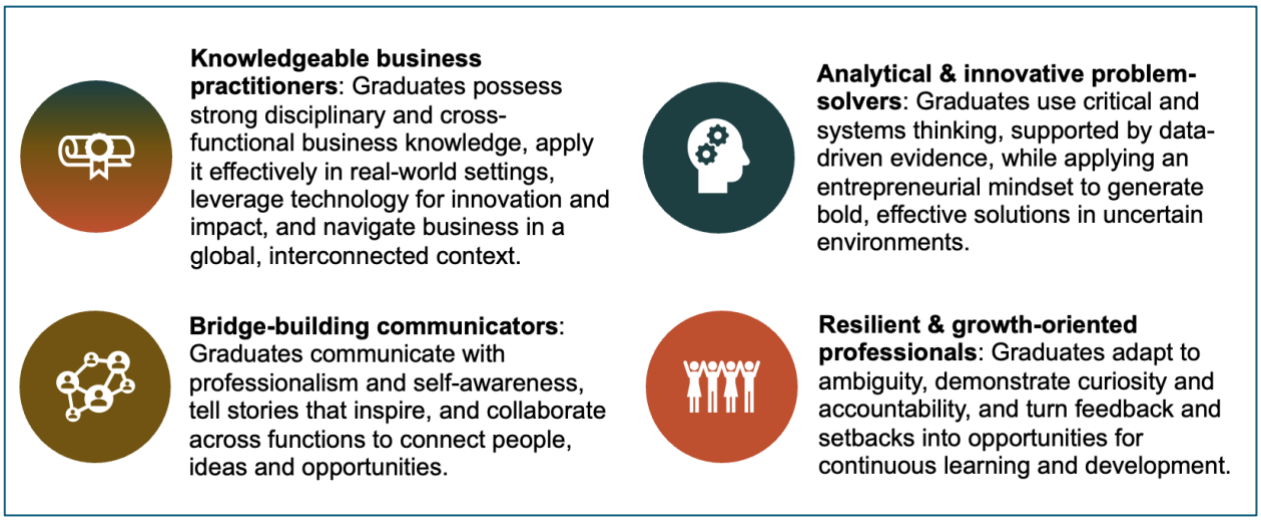

Figure 1:Desired Dimensions of a Fisher Graduate

designed not only to transmit knowledge, but to deliberately reinforce shared graduate qualities, students experience their education as an integrated whole rather than a sequence of disconnected requirements. Concepts learned in economics, analytics, marketing, logistics, finance, and operations become lenses for understanding systems and making decisions, not isolated bodies of content to be mastered and forgotten. Experiential learning, projects, simulations, and reflective practice become central—not as add-ons, but as core mechanisms for developing judgment and capability.

Revamping the undergraduate curriculum around a clear Portrait of a Graduate positions Fisher to be proactive rather than reactive. It allows the College to articulate a compelling value proposition to students, parents, employers, and alumni: a Fisher education develops not only business knowledge, but adaptable leaders prepared to navigate complexity and drive impact. By anchoring curricular design in the four graduate qualities we have defined, Fisher can ensure its undergraduate program remains rigorous, relevant, and distinctive—preparing graduates not just to succeed in today's business environment, but to shape the one that comes next.

How Do We Achieve the 4 Desired Dimensions Through Our Curriculum?

Foundational and functional courses remain essential to delivering on Fisher's promise that graduates are knowledgeable and credible business practitioners. These courses provide students with the core concepts, analytical tools, and disciplinary perspectives that enable sound decision-making across business contexts.

A central goal of the redesigned curriculum is greater focus on integration, so that students graduate with a well-rounded understanding of how organizations create value as interconnected systems rather than as a collection of independent functions. To support this, the curriculum includes three integrative courses that cut across traditional disciplinary boundaries. Together, these courses reinforce systems thinking and prepare students to contribute more effectively by recognizing how choices in one area shape outcomes across the enterprise. In addition, all core functional courses will highlight how decisions within the function influence and depend on decisions in other functions.

At the same time, the new curriculum intentionally introduces three career skills courses—focused on communication, critical thinking, and resilience—to provide early, structured toolkits for developing the other capabilities outlined in our Portrait of a Graduate. These courses introduce shared frameworks, language, and habits of practice that equip students to engage more deeply with ambiguity, collaboration, and continuous learning. Importantly, these skills are not confined to standalone courses; they will be deliberately reinforced and practiced across foundations, functional courses, and advanced courses and experiences, ensuring that students repeatedly apply and refine them in authentic business settings as they progress through the program (Figure 2).

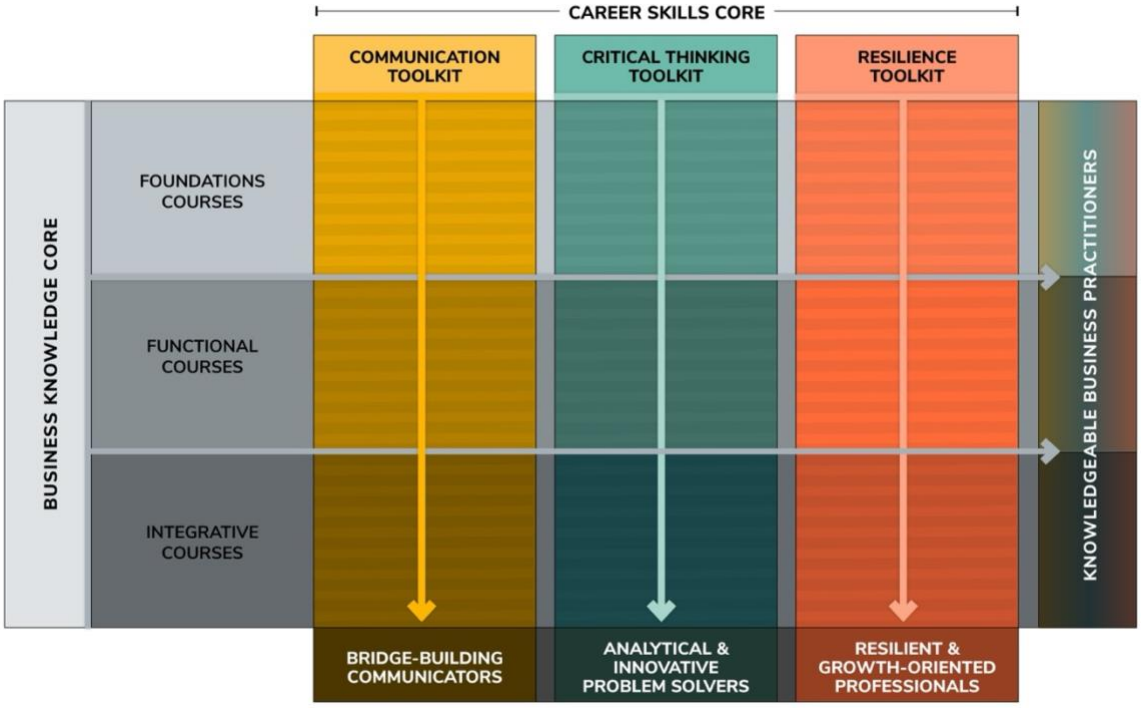

Figure 2: How the core achieves the 4 dimensions of a graduate

The specific focus of the career skills courses is intentionally designed to evolve over time in response to the needs of industry. Current feedback from employers consistently highlights gaps in communication, critical thinking, and resilience among new graduates, motivating the introduction of these three courses. Fisher will maintain a structured process—such as regular employer advisory input, internship and recruiting feedback, and alumni insights—to monitor workforce needs and emerging skill gaps. As industry needs change, the content—and even the specific set of career skills courses—can be adjusted to ensure the curriculum continues to develop the capabilities that matter most for student success.

Details of the New Curriculum

As described above, the redesigned undergraduate curriculum is organized into four categories: foundation courses, functional coursework, integrative courses, and career skills courses. While most of these courses will be taught by Fisher faculty, the program will continue to rely on the broader university to deliver courses that align closely with the expertise of other academic units, including economics, mathematics, and statistics. These courses will be intentionally redesigned in close collaboration with partner departments to ensure they support Fisher's learning goals and student outcomes. Clear metrics and a regular review process will be used to monitor alignment, assess effectiveness, and identify opportunities for continuous improvement over time. Draft course descriptions and learning outcomes are provided in Appendix 1.

Foundation Courses

Seven courses will provide foundational information relevant to business students and practitioners.

Managerial Economics: This course replaces separate microeconomics and macroeconomics courses with a single, integrated course focused on economic reasoning for business decision-making. It emphasizes how concepts such as incentives, trade-offs, market structure, and uncertainty inform managerial choices across organizational contexts. The course provides students with a practical economic foundation that supports strategic thinking and integration across the curriculum.

CSE Excel+: This revised course updates the existing computer science requirement to reflect the technologies currently used in business practice. While continuing to build strong Excel skills, the course introduces students to modern analytics and visualization tools such as Power BI and Tableau, along with a foundational introduction to AI and its role in business decision-making. Designed to evolve as technologies change, the course emphasizes analytical thinking and effective use of digital tools to support insight, communication, and managerial judgment. Note, time will be made for these additional topics by removing Access training from the existing course.

Business Math: This course replaces the existing 5-credit calculus requirement with a 4-credit, integrated course that combines calculus and linear algebra in a cohesive way. Calculus is used to build analytical thinking, while linear algebra develops systems thinking, with both applied to modeling and understanding business problems. The course emphasizes the reasoning behind the mathematics rather than rote mechanics, ensuring students develop a strong quantitative foundation aligned with modern business applications. Note that the reduction in credit hours does not change faculty-led time in the course. Instead, it will eliminate one TA-led recitation each week.

Business Law & Ethics: This expanded course provides additional time to deepen students' understanding of the legal environment of business while explicitly integrating ethical reasoning into legal analysis. Students examine how laws, regulations, and ethical considerations shape business decisions and organizational behavior. By linking legal compliance with ethical judgment, the course prepares students to navigate complex, real-world situations with professionalism and integrity. It also speaks to our commitment to developing principled leaders.

Statistics & Analytics: The statistics and analytics sequence will remain a three-course progression (Statistics, Analytics 1 and Analytics 2) but will be redesigned to reduce redundancy and improve coherence. Working closely with the Department of Statistics, the new courses will better align content, minimize unnecessary reteaching, and reinforce cumulative learning. With a greater share of instruction housed within Fisher, the sequence

Foundation Courses	• Managerial Econ (3 credit hours) • CSE Excel+ (3 credit hours) • Calculus & Linear Algebra (4 credit hours) • Business Law & Ethics (3 credit hours) • Stats & Analytics (8 credit hours across three courses)
Functional Courses	Core 1: 6 courses taught in cohorts (1.5 credit hours each) • Accounting 1 • Finance 1 • Operations 1 • HR/OB 1 • Marketing 1 • Logistics Core 2: 5 courses (1.5 credit hours each) • Accounting 2 • Finance 2 • Operations 2 • HR/OB 2 • Marketing 2 • Financial Accounting (3 credit hours)
Integration Courses	• Information Systems (1.5 credit hours) • Supply Chain Integration (1.5 credit hours) • Global Strategy 1 and 2 (1.5 and 3.0 credit hours)
Career Skills Courses	• Communicator's Toolkit (3 credit hours) • Critical Thinker's Toolkit (1.5 credit hours) • Resilient Professional's Toolkit (1.5 credit hours)

Table 1: Curricular Structure

will hold students accountable for prior knowledge while strengthening the application of statistical and analytical concepts in business contexts.

Functional Coursework

A series of courses will focus on delivering functional knowledge. Together with our integration courses and the foundation courses, they deliver on our promise to produce a graduate that is a knowledgeable business practitioner.

Core 1: The Core 1 courses consist of six introductory courses organized around key functional areas of business and are taken during the freshman year. This structure provides students with an early, meaningful introduction to business study, helping them gain clarity and confidence in their decision to pursue a business specialization. By engaging with multiple business functions in their first year, students develop the context needed to make more informed and intentional choices about their specialization.

Core 2: The Core 2 courses consist of five courses that build on the foundational concepts introduced in Core 1. These courses deepen students' understanding of key business disciplines while placing greater emphasis on application, analysis, and decision-making.

Together, Core 2 ensures students develop stronger functional competence while continuing to connect concepts across the broader business curriculum.

Splitting the core curriculum across the first two years supports deeper and more effective learning while better aligning with students' academic and professional development. Education research consistently shows that learning distributed over time, with multiple opportunities for recall and application, leads to stronger understanding and long-term retention. This structure also allows course content to be intentionally calibrated to students' maturity, introducing concepts in the freshman year, and deepening analysis and application in the sophomore year. Additionally, this sequencing ensures that faculty teaching Core 2 courses can rely on a shared baseline of knowledge from Core 1, enabling more advanced, integrated instruction.

In addition, the new structure enables students to begin specialization coursework in the second semester of their sophomore year, increasing both depth and momentum within their chosen field. Earlier exposure allows students to apply foundational concepts sooner, explore advanced topics over a longer period, and better integrate internships, experiential learning, and career exploration with their academic work. This approach supports more intentional development as business practitioners while still maintaining a strong, integrated core that anchors the overall curriculum. Equally important, it helps prepare students to take and provide value to internships after their sophomore year.

We have also spoken to staff at ODHE and the TAG panel leads for Marketing, Management and Accounting, and all agree that we should be able to get TAG approval for the pair of courses in these disciplines. There was also appreciation for our innovative approach.

Integration Coursework

Modern business challenges rarely fit neatly within a single function or organization. To add value, graduates must be able to connect insights across disciplines, understand interdependencies, and recognize how decisions in one area shape outcomes elsewhere. A renewed focus on cross-functional and cross-firm integration helps students move beyond siloed thinking and develop a more holistic perspective on how organizations operate, compete, and create value within broader ecosystems.

Information Systems: The Information Systems course provides students with a foundation for understanding how data, digital platforms, and information flows enable coordination and decision-making across the organization. Rather than focusing narrowly on technology, the course emphasizes how information systems connect functions, support strategy, and influence organizational performance. This perspective equips students to better understand the role of technology as an integrative force in modern businesses.

Supply Chain Integration: The Supply Chain Integration course develops an end-to-end view of how goods, information, and capital flow across firms, highlighting the interdependencies that link suppliers, manufacturers, distributors, and customers. By examining trade-offs, risk, and coordination across organizational boundaries, the course helps students understand how value is created and disrupted across networks rather than within isolated firms. This cross-firm perspective is increasingly essential in a volatile and global business environment.

Strategy as a Bookend Experience: Strategy serves as bookends to the core curriculum, with an introductory course in the freshman year and a more advanced course in the junior year. The early course introduces students to integrative thinking and organizational context, while the later course challenges them to synthesize knowledge from across the curriculum to make complex, strategic decisions. Both courses embed global business considerations, ensuring students develop an awareness of international dynamics, competitive landscapes, and geopolitical forces that shape strategic choices.

Career Skills Core

In an environment defined by rapid technological change, increasing complexity, and evolving career paths, durable skills have become as important as technical knowledge. Skills such as communication, critical thinking, and resilience enable graduates to adapt, learn continuously, and add value across roles, organizations, and industries. By explicitly embedding these capabilities in the curriculum, Fisher ensures that students begin developing the habits, mindsets, and tools that support long-term professional success—skills that will be reinforced and practiced throughout the remainder of the program. We are intentionally developing the uniquely human capabilities—such as ethical judgment, empathy in communication, and resilience under uncertainty—that AI cannot replicate and that will increasingly define high-value professional contribution.

Communicator's Toolkit: This business communication course provides students with foundational tools for clear, professional, and persuasive communication in business contexts. Students develop skills in written, oral, and visual communication, with emphasis on tailoring messages to audiences and purposes. These competencies support effective collaboration, leadership, and influence across the curriculum and in early career roles.

Critical Thinker's Toolkit: This course equips students with frameworks for framing and analyzing complex problems, applying systems and creative thinking, and making reasoned judgments under uncertainty. Students learn to question assumptions, structure ambiguity, and generate creative, entrepreneurial solutions by synthesizing information from multiple perspectives. These capabilities support analytical rigor, innovation, and integrative decision-making across the curriculum.

Resilient Professional's Toolkit: This course focuses on building the mindset and strategies needed to navigate challenges, feedback, and failure in academic and professional

settings. Students develop tools for learning from setbacks, managing stress, and sustaining motivation. By strengthening resilience early in the curriculum, the course supports student well-being and prepares graduates for the demands of dynamic, high-pressure work environments.

How Credit Hours Shift

One important constraint shaping the proposed curriculum was a university requirement that the total number of required credit hours could not increase. As a result, the overall credit-hour "envelope" for the degree remained fixed, meaning that any additions to the curriculum required corresponding reductions elsewhere.

The task force approached these trade-offs deliberately and with care. Decisions to consolidate, redesign, or remove courses were made only after careful consideration of learning outcomes and student preparation, with the goal of maintaining — and in several cases strengthening — our ability to prepare graduates for professional success. Table 2 summarizes what coursework was added, and where credit hours were decreased.

	Additions	**Where the hours are coming from**
Career Skills Courses	Business Communications (3) Critical Thinking (1.5) Resilience (1.5)	Replacing Advanced Writing requirement (3) Restructuring BUSMHR 2292 (3)
Integration	Additional Global Strategy (1.5) Info Systems (1.5) Supply Chain Integration (1.5)	Removing one Econ course (3) Reduced Math (1) - 1 TA-led recitation Reduced Stats (0.5) - owning more and reducing overlap
Add	More Law/Ethics course (1.5)	Integrating IB into curriculum rather than standalone (1.5)

Table 2: Credit hour math

Course Schedule

While students will not all follow one path through the curriculum, this new curriculum is more prescribed than our current one, particularly in the first two years. The chart below shows a sample schedule for a student coming in as a freshman. GE courses (in peach) are spread throughout the 4 years, and students finish the required pre-requisites by the 2nd semester of their sophomore year and can start taking courses in their specialization.

	Autumn	Hrs	Spring	Hrs
1st year	Fisher Survey	1	GE Launch	1
	Logistics Marketing 1	3	Finance 1 Accounting 1	3
	Ops 1 Info Systems	3	Strategy HR/OB 1	3
	Calc Biz Math	4	CSE Excel+	3
	GE 1	3	Stats Foundations	3
			English	3
		14		16
	Autumn	Hrs	**Spring**	Hrs
2nd year	Finance 2 Accounting 2	3	Marketing 2 HR/OB 2	3
	Financial Accounting	3	Ops 2 Supply Chain	3
	Critical Thinking / Resilience	3	Communicator Toolkit	3
	Managerial Econ	3	OBA Biz Stats	3
	GE 2	3	Specialization 1	3
		15		15
	Autumn	Hrs	**Spring**	Hrs
3rd year	Global Strategy 2	3	Biz Law and Ethics	3
	OBA Data Analytics	2	Specialization 3	3
	Specialization 2	3	Specialization 4	3
	GE 3	3	GE 5	3
	GE 4	4	Elective	3
		15		15
	Autumn	Hrs	**Spring**	Hrs
4th year	Specialization 5	3	Specialization 7	3
	Specialization 6	3	GE 7	3
	GE 6	3	Elective	3
	Elective	3	Elective	3
	Elective	3	Elective	3
			GE Reflection	1
		15		16

Table 3: Sample Schedule

Students who do not enter Fisher as first-year students—including campus change students and transfers from other institutions, as well as major-changers from the Columbus campus—will have clearly defined pathways that can be completed in three years or fewer. While the sample plan in Table 3 illustrates a four-year experience, we are intentionally designing flexible

three-year paths so that transfer students can progress efficiently without extending time to degree. Previously completed coursework will apply toward General Education requirements, core courses or electives as appropriate, allowing students to focus on the Fisher core and specialization requirements upon entry. In addition, transfer students who join us after their first year will be cohorted to foster community, connection, and a strong sense of belonging within the college. Our goal is to ensure that every student—regardless of entry point—has a structured, supportive, and timely path to graduation.

Three Additional Changes

Direct admission to Fisher with specialization declaration at the end of the first year. Students will continue to be directly admitted to Fisher, preserving the strong identity, community, and early engagement that distinguishes the program. Delaying specialization declaration until the end of the freshman year gives students time to explore different functional areas and make informed choices about their academic path. To remain competitive, Fisher will guarantee students entry into their chosen specialization, provided they earn a C- or better in the associated core course. This structure balances clarity and flexibility: students enter with a clear home in the College of Business while gaining the perspective needed to select a specialization aligned with their interests, strengths, and career goals.

Cohort-based freshman year with shared introductory core courses. Introductory core courses will be taught in cohorts, with students moving through their freshman year alongside a consistent group of peers. This cohort model fosters belonging, collaboration, and accountability, helping students form strong academic and social connections early in their college experience. Learning together across multiple courses also reinforces integration, as students can more easily connect concepts and experiences from one class to another while developing teamwork and communication skills in a stable, supportive environment.

Smaller section sizes for all core courses. All core courses will be taught in smaller sections, as allowed by faculty and space constraints, to support deeper engagement and more active learning. Smaller classes create more opportunities for discussion, feedback, collaboration, and applied work—key elements for developing critical thinking, communication, and professional judgment. This format also allows faculty to better know their students and to more intentionally reinforce the shared graduate qualities across courses, rather than relying primarily on lecture-based instruction. Our goal is to offer all business foundation and core courses in sections of no more than 120 students, and the 3 career skills courses in sections of 60[1]. The timing of implementing these class sizes will depend on when we have the faculty and classroom capacity

[1] To put 1700 students through a 3-hour class with enrollment of ~120 students, we need 14 sections each year. This represents a full teaching load for two lecturers. Similarly, 14 sections of each 1.5-hour class represents a full teaching load for one lecturer. Of course this might not be how we actually staff courses, but it demonstrates the staffing requirements.

to accommodate them, but hopefully some of the courses could be offered in these section sizes starting with implementation in 2027, and others will follow as we expand our capacity.

What's Distinctive

This curriculum redesign is distinctive in its intentional focus on how students think, learn, and grow over time. At its core is a strong emphasis on critical and systems thinking, ensuring that students develop the ability to analyze complex problems, connect ideas across contexts, and make sound judgments in uncertain environments. These cognitive capabilities are reinforced throughout the curriculum and are essential for navigating an AI-enhanced business landscape where value increasingly comes from interpretation, integration, and decision-making rather than routine analysis.

The curriculum is also distinctive in how it supports student development beyond technical skills. A dedicated course focused on resilience and growth mindset explicitly equips students to manage challenges, feedback, and failure—experiences that are inevitable in rigorous academic programs and early careers. By addressing resilience directly, Fisher helps students build the confidence, adaptability, and persistence needed for long-term success, rather than assuming these qualities develop implicitly.

Structurally, the split core creates a markedly different student experience in the first two years. By introducing students to eight business functions in their freshman year, the curriculum provides early clarity about the nature of business study and meaningful context for choosing a specialization. Cohorted sections further enhance this experience by fostering community, collaboration, and a shared academic journey, helping students build strong peer networks while reinforcing communication and teamwork skills from the outset. In addition, by distributing the core across the first two years, this structure strategically accelerates professional readiness for early internship cycles while ensuring that advanced functional concepts are introduced only after students have the requisite academic maturity to apply them to complex problems.

Finally, the redesign places integration and application at the center of learning. Coursework is deliberately structured to connect business functions and to emphasize how organizations operate as integrated systems rather than isolated silos. Experiential learning and the application of AI-enabled tools will be embedded throughout the curriculum, allowing students to apply concepts in realistic settings and to develop fluency with emerging technologies. Together, these elements create a learning experience that is rigorous, modern, and clearly aligned with the skills and perspectives students need to add value early and often in their careers.

Portrait of a Graduate Maturity Model and Assurance of Learning

A central element of this redesign is the development of a Portrait of a Graduate Maturity Model, which provides a clear, shared way of thinking about how students grow across their four years in the program. Rather than treating our graduate qualities as static outcomes achieved at a single point in time, the maturity model recognizes that development is progressive and cumulative. For

each of the four dimensions of a Fisher graduate, we define a small set of core traits and articulate what meaningful growth in those traits looks like in the first, second, third, and fourth years of the curriculum.

At a high level, the model describes a deliberate progression in student capability. For example, within a given dimension, students may move from exposure and basic understanding in the first year**,** to making connections across concepts in the second, to sound judgment and application in more complex contexts in the third, and ultimately to professional-level practice by the fourth year**.** This structure allows us to be intentional about what we expect of students at each stage of their academic maturity, and to design coursework that is developmentally appropriate rather than front-loading or delaying key learning experiences.

The maturity model (see Appendix 2) will be refined as we move into implementation, but it includes both a concise progression summary and a more detailed articulation of defining traits for each of the four dimensions. These traits vary by dimension (e.g., storytelling, systems thinking, entrepreneurial mindset, accountability), but the underlying logic is consistent: students should revisit and deepen these capabilities multiple times over their academic journey, with increasing sophistication and independence. This approach reinforces longitudinal learning and helps ensure that skills introduced early are strengthened and applied in later coursework rather than treated as one-off experiences.

The maturity model also serves several important operational purposes. First, it provides the foundation for developing clear, measurable metrics for each trait in each year of the program. These metrics will allow us to assess student development over time, identify gaps or misalignments in the curriculum, and make evidence-based adjustments as needed. Second, the model gives students a transparent framework for understanding and reflecting on their own growth, helping them take greater ownership of their development across the four dimensions of the Portrait of a Graduate.

Finally, the maturity model functions as our Assurance of Learning framework for AACSB accreditation. By explicitly linking learning objectives, curriculum design, assessment, and continuous improvement, it allows us to demonstrate not only that we are measuring student learning, but that we are using those insights to systematically improve the program. In this way, the maturity model is both a pedagogical tool and a governance mechanism—supporting student development, faculty alignment, and long-term curricular excellence.

Governance and Continuous Improvement

Implementing a curriculum of this scope requires an explicit commitment to governance and continuous improvement. We recognize that no curriculum redesign is perfect at launch, and that the long-term success of this model depends on our willingness to learn, adapt, and refine over time. At the same time, a more integrated core curriculum necessarily requires greater alignment across courses than Fisher has historically needed. The intent of the governance structure

described below is not to prescribe how individual faculty teach, but to ensure coherence, clarity, and shared purpose across the student experience. Oversight, in this context, is about coordination and collective responsibility rather than top-down control.

Core Committee: A Core Committee, comprised of faculty teaching each of the core courses, will serve as the primary forum for coordination and continuous improvement within the core curriculum. This committee will review individual courses within an agreed-upon framework, with the goal of strengthening alignment while preserving faculty ownership of course design and pedagogy. The committee will ensure that, across the core, students have meaningful opportunities to practice skills introduced in the Career Skills courses; that AI fluency goals are being met; and that experiential learning is used throughout the curriculum to enhance learning. It will also focus on reducing unintentional overlap, ensuring material builds thoughtfully on prior coursework, coordinating concurrent courses as appropriate, and assessing progress using the Portrait of a Graduate Maturity Model. The emphasis is on shared standards and transparency, not uniformity.

Curriculum Review Task Force: A Curriculum Review Task Force will conduct a comprehensive review of the undergraduate curriculum every three years. This review will explicitly incorporate input from employers, alumni, students, and faculty to ensure the curriculum continues to evolve alongside industry needs and educational best practices. This periodic, holistic review provides a structured mechanism for larger adjustments over time, reinforcing Fisher's commitment to relevance, responsiveness, and long-term excellence.

Undergraduate Program Committee: The existing Undergraduate Program Committee will continue to play a central oversight role at the college level, and both the Core Committee and the Curriculum Review Task Force will report to the UPC. This committee will evaluate metrics related to student outcomes, learning progression, and student experience, using those data to guide curriculum adjustments and resource decisions. By separating course-level coordination from program-level evaluation, this structure ensures that feedback loops exist without overburdening any single group.

This 3-level structure allows us to remain adaptive and responsive over time, balancing faculty autonomy with intentional alignment so that the Fisher curriculum continues to deliver on its commitments to students, employers, and the broader mission of the college.

Impact on Faculty and Staff

Implementing a curriculum redesign of this magnitude will require significant effort from faculty and staff, and we want to acknowledge upfront that the transition will not be easy. The move from proposal to execution will demand thoughtful coordination, course development, advising adjustments, scheduling changes, and ongoing communication. The transition period—when we are simultaneously supporting students in the current curriculum while launching the new one—will be particularly complex and resource-intensive. At the same time, we are fortunate to have

strong support from both the Dean and the Provost, which will be critical as we move into implementation. With intentional planning, shared ownership, and institutional backing, we believe we are positioning ourselves for a successful transition and long-term strength.

For faculty, the shift to a split-core model will represent a meaningful change in teaching rhythm and workload. Teaching two seven-week terms within a semester requires a different cadence, more frequent course launches and transitions, and sustained intensity across the term. We recognize that this structure can feel more demanding than a traditional fourteen-week format. At the same time, we believe this design better supports student learning, retention, and developmental progression, making the added effort worthwhile. Additionally, the move to smaller class sizes will require additional instructional capacity. In anticipation of this need, the Dean has already begun hiring 10 new lecturers and 7 new tenure-track faculty members, a level of investment that we believe will allow us to support smaller sections while maintaining quality and reasonable faculty workload expectations.

The primary staff impact will be with Fisher's Undergraduate Programs unit, which includes approximately 40 higher education professionals with deep expertise in academic policy implementation, student advising, co-curricular engagement, retention initiatives, and large-scale operational coordination. The team oversees course envelope development, classroom scheduling in a space-constrained environment, and advising more than 9,000 students with complex and individualized academic pathways. Several members of the leadership team guided the college through the university's transition from quarters to semesters (Autumn 2012) and the implementation of the New General Education requirements in 2022. That institutional experience, combined with decades of collective expertise in undergraduate business education, positions the unit well to implement the revisions outlined in this proposal.

That said, launching a revised core while sunsetting the existing curriculum will present meaningful challenges. Recruitment and admissions messaging must pivot quickly to reflect the new structure, particularly for prospective students who have already encountered the current curriculum. To support this effort, we have added student staff to assist with marketing and communications. Advising will be especially complex during the transition as students navigate multiple curricular pathways, and leadership is developing plans to manage petitions, degree audits, and system accuracy equitably and efficiently. Scheduling and operations will also face increased complexity. A structured project management approach, careful workload monitoring, and continued support from the Dean's Office will be essential. With appropriate resources and planning, we anticipate that the majority of transition-related work will be complete by 2030.

Resources will be particularly stretched during the first two years of implementation as we transition from a curriculum concentrated in the junior and senior years to one that is more heavily weighted in the freshman and sophomore experience. While students remain enrolled in both structures, we anticipate heightened pressure on faculty time and classroom space. Although

we have a long-term plan to support smaller class sizes through additional instructional capacity and classroom access, the short-term reality will require creativity and flexibility in scheduling. This may include temporarily delaying the full move to smaller sections or strategically using hybrid models that combine asynchronous content delivery with in-person experiential learning, thereby reducing classroom demands while preserving educational quality.

While the transition will require flexibility, coordination, and sustained effort across the college, we are confident in our collective ability to meet these challenges. Fisher has successfully navigated significant curricular and structural change before, and we will do so again—thoughtfully, collaboratively, and with a shared commitment to our students. By approaching implementation with realism, transparency, and strong institutional support, we believe we can manage the near-term complexities while building a curriculum that positions the college for long-term strength and distinction.

Conclusion

The task force and the leadership team are genuinely excited about what this new curriculum represents for our students and for the future of the college. It is intentionally designed to meet students where they are, engage them earlier in meaningful business learning, and help them develop both the technical foundations and durable skills that will serve them throughout their careers. By integrating durable skills, emphasizing experiential and applied learning, building AI fluency, and creating a curriculum that is intentionally sequenced and coordinated, we believe this model will produce graduates who are confident, adaptable, and ready to contribute from day one. Importantly, this focus on durable skills—such as judgment, communication, problem-framing, and resilience—more clearly and deliberately advances Fisher's commitment to developing principled leaders who lead through their actions and interactions, regardless of formal title. Just as importantly, this curriculum is designed to evolve—guided by faculty expertise, informed by student experience, and responsive to the changing needs of industry. While ambitious, this proposal reflects our shared commitment to delivering a rigorous, relevant, and engaging educational experience that prepares Fisher students not just for their first job, but for long, successful, and resilient careers.

APPENDIX 1: Learning Outcomes for All Courses

Please note that these are draft course descriptions and learning outcomes for each course. They will likely evolve as faculty spend more time thinking through how to structure these courses so that they are cohesive, developmentally appropriate, and sufficiently rigorous.

Managerial Economics:

This course applies economic thinking to real-world business problems and managerial decisions. Students develop a rigorous framework for analyzing how rational actors, markets, incentives, and constraints shape firm behavior, using economic concepts to diagnose root causes of business challenges and evaluate strategic and operational solutions across a wide range of business contexts.

By the end of the course, students will be able to:

- Apply economic reasoning to analyze managerial decisions, emphasizing trade-offs, constraints, and opportunity costs.
- Use the rational actor framework to predict firm, consumer, and competitor behavior in response to incentives, prices, and market conditions.
- Identify and evaluate relevant costs and benefits to support pricing, investment, and strategic decisions.
- Analyze market outcomes and industry dynamics using demand, supply, and competitive structure concepts.
- Assess how uncertainty, information asymmetries, and incentive misalignment (e.g., moral hazard and adverse selection) affect organizational and market outcomes.
- Use economic frameworks to develop and critique business strategies, organizational designs, and policy responses in real-world cases and current events.

Excel+:

This course develops students' ability to use spreadsheet and analytics tools to solve practical business problems and communicate data-driven insights. Students learn how to prepare and analyze business data, apply appropriate analytical techniques, and design clear visualizations and dashboards, building a foundation for effective decision-making across business functions.

By the end of the course, students will be able to:

- Use spreadsheet software (e.g., Excel) to perform core business analyses, including calculations, logical functions, lookups, summarization, and scenario analysis.
- Organize, clean, and prepare business data for analysis using spreadsheet and analytics tools, including identifying errors, handling missing data, and structuring datasets for reliable analysis.

- Design and interpret data visualizations and dashboards that communicate insights effectively to managerial audiences, using tools such as Excel, Power BI, and Tableau.
- Select appropriate analytical tools for a given business problem, explaining the trade-offs among spreadsheets, visualization platforms, and other analytics technologies.
- Translate business questions into analytical workflows, moving from problem definition to data analysis to actionable insight.
- Communicate analytical findings clearly and professionally, integrating quantitative evidence, visualizations, and narrative explanations tailored to decision-makers.

Business Math:

This course develops the mathematical and analytical foundations needed to model, analyze, and optimize business systems. Emphasis is placed on using calculus and linear algebra to understand trade-offs, interactions, and constraints in managerial decision-making, with a focus on interpreting quantitative results and translating them into meaningful business insights.

By the end of the course, students will be able to:

- Formulate mathematical models of business problems by clearly defining decision variables, constraints, assumptions, and relationships among system components.
- Use calculus concepts, including derivatives and integrals, to analyze marginal effects, accumulation, and trade-offs in business contexts.
- Apply optimization techniques to identify and justify optimal managerial decisions in single- and multi-variable settings.
- Represent and analyze interdependent business systems using linear algebra and systems of equations.
- Evaluate equilibrium and system behavior, explaining how changes in parameters or external shocks affect interconnected business outcomes.
- Communicate quantitative reasoning clearly, emphasizing interpretation, assumptions, and managerial implications rather than symbolic manipulation alone.

Intro to Statistics:

This course is an introduction to the fundamental concepts of probability, statistics, and data analysis. Topics include surveys and experiments, numerical and graphical summaries, discrete and continuous random variables, simple linear regression, relations in categorical data, sampling distributions for means, and introduction to confidence intervals.

By the end of the course, students will be able to:

- Understand basic concepts of statistics and probability and be able to apply them to business problems.
- Use statistical concepts and methods to represent real-world situations.

- Draw appropriate inferences from data based on quantitative analysis and/or logical reasoning.
- Make and evaluate important assumptions in estimation, modeling, logical argumentation and/or data analysis.

Analytics 1:

Analytics 1 offers an introduction to the application of statistical tools used extensively in the business environment to assist the decision-maker. Topics covered include estimation and hypothesis tests about population means and proportions, chi-square tests for independence and goodness-of-fit, analysis of variance, regression analysis and model building, and forecasting with time series data. A wide variety of business problems are explored through mini-case presentations and data driven exercises, with procedural emphasis on method selection, statistical procedure, teamwork, and effective communication.

By the end of this course, students should be able to:

- Evaluate a business scenario and determine which of the statistical tools introduced in the course, if any, is most applicable for generating information from data that can aid the decision maker.
- Successfully leverage technology to apply the statistical tools introduced in the course to answer a specific question.
- Write a concise report that details the problem-solving process and conclusions.
- Work effectively with a team of diverse individuals to successfully complete a challenging task.

Analytics 2:

The objective of the course is to familiarize students with the application of data analysis to managerial decision making. We examine several types of models and decision making techniques and explore the limitations of models in the decision-making process. Students will understand how to gather data for such techniques, learn how to derive and assemble models, be able interpret results, and make decisions using the results. Many of the simple techniques examined during the course are currently used in major corporations on very large scales.

By the end of this course, students will be able to:

- Be able to evaluate data to support the decision-making process
- Develop data models to support decision making in practical situations
- Use graphic and spreadsheet applications to solve simple Linear Programs
- Analyze the sensitivity of solutions to market changes
- Understand the difference between stochastic and deterministic models
- Properly display data to facilitate organizational decision making and strategy

Business Law and Ethics:

This course introduces the legal and ethical framework for decision-making in American business. The course introduces American legal institutions, law and regulation, the sources of law, and analysis of basic public and private law concepts that help shape the business environment. Closely related, the course also examines the ethical dimensions of business, that is, the values, norms, policies, principles and reasoning processes that guide the choices individuals must make when functioning in a business.

By the end of the course students will be able to demonstrate:

- an understanding of the legal framework in which American business operates
- an understanding of basic concepts of public and private law relevant to business decisions
- an ability to identify and critically evaluate ethical issues encountered by workers, managers, and business leaders considering business's impact on various stakeholders
- an ability to make sound business decisions by critically evaluating the facts of a scenario and applying legal and ethical reasoning
- an ability to communicate with and influence others – including co-workers, subordinates, managers, leaders, advisors, regulators, business counter-parties – on legal and ethical issues arising in business
- an understanding of business enterprise processes for enabling businesses to strategically address law, ethics, and compliance as sources of organizational risk and opportunity.

Accounting 1:

This course introduces accounting as the language of business and a system for measuring and communicating economic performance. Students learn to read and interpret financial statements, understand how accounting judgments shape reported results, and use accounting concepts to evaluate organizational performance and support business decisions

By the end of the course, students will be able to:

- Explain the purpose of accounting and the role it plays in business decision-making, stewardship, and accountability.
- Identify and describe—using real-world financial statements as examples—the major financial statements and explain, at a high level, how they are connected and who uses them.
- Interpret basic financial information to draw simple conclusions about a company' performance, financial position, and cash flows, without performing detailed calculations.
- Distinguish between cash and accrual concepts and explain why the timing of cash flows may differ from reported income.

- Recognize the role of judgment, estimates, and assumptions in accounting and explain why reported numbers may differ across firms or over time.
- Use accounting language appropriately to communicate basic business ideas clearly and confidently, demonstrating preparedness for more advanced coursework in accounting, finance, and business analytics.
- Recognize the range of roles, career paths, and professional contexts associated within the accounting field.

Accounting 2:

Accounting 2 explores the role of managerial accounting in business decision-making and operational control, with a focus on the preparation and internal use of accounting information. The focus is on how managers use managerial accounting information to plan, make decisions, and control business operations. Students will also learn how costs are identified, analyzed, and allocated, and how this information supports budgeting, performance evaluation, and common managerial decisions.

By the end of the course, students will be able to:

- Explain the role of managerial accounting in planning, decision-making, and operational control within organizations.
- Identify and interpret key cost concepts and managerial accounting reports to support common business decisions, without relying on complex calculations.
- Explain, at a high level, how costs are allocated and why different allocation choices can influence managerial insights and behavior.
- Use managerial accounting information to reason through budgeting, performance evaluation, and operational tradeoffs.
- Communicate managerial accounting insights clearly and appropriately, demonstrating readiness for more advanced coursework in accounting, operations, or business analytics.

Financial Accounting:

This course builds on Accounting 1 by introducing students to the preparation and use of accounting reports for business entities. In this class, students learn how to prepare basic financial statements in accordance with external reporting requirements and to understand how financial accounting information is generated and reported. Students also learn how to use and interpret the financial statements they create. Emphasis is placed on using accounting information to communicate an entity's financial position and performance to external users.

By the end of the course, students will be able to:

- Prepare basic financial statements for business entities in accordance with external reporting requirements, using appropriate accounting conventions and terminology.

- Record and summarize common business transactions using the accrual basis of accounting and explain how these transactions flow through the accounting system to the financial statements.
- Explain how accounting standards, estimates, and judgments shape reported financial information and affect comparability across firms.
- Analyze and interpret financial statements they have prepared to evaluate an entity's financial position, performance, and cash flows.
- Use financial accounting information to communicate clearly with external stakeholders, demonstrating an understanding of the informational needs of investors, creditors, and other users.

Operations 1:

Operations 1 develop foundational knowledge of operations by learning how organizations design, manage, and improve processes, capacity, and quality to create value, enhance efficiency, and support sustainable organizational performance.

By the end of the course, students will be able to:

- Understand how operations create value by distinguishing goods from services, shaping competitive strategy, and measuring performance to support organizational effectiveness and sustainability.
- Understand how organizations design manufacturing and service processes. And how these design choices, including process structure and customer-contact levels, influence operational efficiency, cost behavior, and break-even performance.
- Understand how organizations make strategic capacity decisions by evaluating factors such as scale, utilization requirements, and volume uncertainty to ensure effective long-term operational performance.
- Understand how organizations improve quality and operational performance by applying Total Quality Management principles, evaluating the cost of quality, and using the Six Sigma methodology to reduce defects and drive continuous improvement.
- Understand how Lean Systems create operational excellence by eliminating waste, improving process flow, and fostering a culture of continuous improvement across the supply chain
- Recognize the range of roles, career paths, and professional contexts associated with the operations field.

Operations 2:

Operations Core 2 builds on Operations Core 1 by preparing students to analyze complex operational challenges, make evidence-based recommendations, and support organizations in improving performance through thoughtful design and management of processes, resources, and projects.

By the end of the course, students will be able to:

- Analyze and Improve Operational Processes: Apply the Theory of Constraints, Value Stream Mapping, and Statistical Process Control to identify process bottlenecks, assess variation, and propose data-driven improvements.
- Manage Resources to Enhance Flow and Efficiency: Evaluate inventory systems, capacity constraints, and Sales & Operations Planning to align supply with demand and optimize operational performance.
- Plan and Coordinate Operational Projects: Apply project management principles to plan, schedule, and monitor operational projects, ensuring effective coordination of resources, timelines, and deliverables.

Marketing 1:

Marketing Core 1 introduces students to the full breadth of the marketing discipline in a single, comprehensive pass. Students will explore the entire Strategic Marketing Framework at a conceptual level. By the end of the course, students will understand the "big picture" of how marketing creates value for organizations and society, while also providing them with the necessary context to determine if they would like to pursue marketing as a specialization.

Upon successful completion of this course, students will be able to:

- Explain the strategic marketing process and its role in organizational decision-making.
- Define key marketing concepts, terminology, and foundational frameworks.
- Articulate the value of a marketing perspective for their personal, academic, and professional development.
- Recognize the range of roles, career paths, and professional contexts associated with the marketing field.

Marketing 2:

Marketing Core 2 builds on the conceptual foundation established in Marketing Core 1 and focuses on the application of marketing knowledge through managerial decision-making. Students revisit key concepts from Marketing Core 1, but the primary emphasis of the course is on application and integration rather than conceptual introduction, enabling students to act like marketers by designing, evaluating, and aligning marketing activities in real-world contexts.

Upon successful completion of this course, students will be able to:

- Apply strategic frameworks to identify opportunities and increase company value.
- Design and evaluate a coordinated marketing mix that aligns with a specific brand positioning.
- Evaluate the managerial considerations and trade-offs that influence marketing decisions.
- Recognize the role of a marketing mindset in various professional and personal contexts.

Finance 1:

This course provides a foundational exploration of how corporations navigate the financial landscape to create value. Students will examine the flow of capital between investors and firms, learning the fundamental relationship between risk, return, and interest rates. Through Excel-based modeling and real-world case studies, you will move beyond theory to apply the Time Value of Money (TVM) to both corporate and personal financial decisions.

By the end of the course students will be able to:

- Map the corporate financial cycle: Identify the roles of a corporation as an intermediary that transforms investor capital into productive assets and returns cash flows to stakeholders.
- Examine corporate governance: Evaluate the "agency conflict" between shareholders and management and explain how governance structures mitigate these risks.
- Understand and decompose Interest Rates: Break down the components of interest rates, including inflation, risk, and the time value of money, to understand how they used in valuation and drive markets.
- Execute simple Excel-based valuation: Apply Time Value of Money (TVM) principles using Excel to solve financial problems.
- Connect theory to practice: Relate core financial concepts to everyday life and professional roles through experiential projects and insights from industry guest panels.
- Recognize the range of roles, career paths, and professional contexts associated with the finance field.

Finance 2:

Finance 2 builds on Finance 1 by developing the valuation and decision-making tools students need to analyze real financial choices. Using Excel-based active learning, students value bonds and equities, build multi-year DCF models, and apply the NPV rule to capital budgeting decisions. The course also strengthens students' ability to communicate and defend recommendations and includes guided, transparent use of AI as an assistant (i.e., AI is not a substitute for analysis).

By the end of the course students will be able to:

- Value fixed-income claims: Price bonds in Excel and interpret yields while explaining how interest-rate risk and credit risk drive bond values.
- Value equity from fundamentals: Use a structured framework to estimate equity value (e.g., dividend-based valuation) and justify how growth and the equity discount rate affect valuation conclusions.
- Execute intermediate Excel-based valuation: Build a multi-year discounted cash flow valuation that links operating assumptions to free cash flow and a terminal value and clearly interpret what drives the result.

- Apply valuation to investment decisions: Use the NPV rule (and related decision rules) to evaluate competing projects and explain why the chosen decision maximizes value.
- Communicate and defend an evidence-based recommendation: Present a clear valuation or capital budgeting recommendation, supported by model outputs and key assumptions, with transparent and verified use of AI when applicable.

Human Resources and Organizational Behavior 1:

This course focuses on managing people and work. It introduces and investigates the principles for managing the performance of individuals, groups, and organizations, and essentially examines what each of us experience as part of any organization. Attention is given to such topics as motivation and engagement, leadership, team effectiveness, organizational culture, conflict and negotiation, innovation, and organization change. Emphasis is placed on developing awareness and knowledge that maximize one's future professional and career success.

By the end of this course, students will be able to:

- Explain how human resource practices and organizational behavior influence individual, team, and organizational performance.
- Apply foundational HR concepts (e.g., hiring, onboarding, performance management, motivation) to common business scenarios.
- Analyze individual and group behavior using core OB theories related to motivation, leadership, and team dynamics.
- Recognize the role of culture, fairness, and inclusion in shaping employee experiences and outcomes.
- Communicate people-related decisions and recommendations clearly and professionally in a business context.
- Recognize the range of roles, career paths, and professional contexts associated with the human resources field.

Human Resources and Organizational Behavior 2:

This course builds on HR/OB 1 with a focus on leading people and organizations. It investigates the theories and techniques used in organizational effectiveness and human resource management to lead and manage organizations. This course examines how organizations and the people within them influence and manage the organizational dynamics covered in HR/OB 1 and will help build knowledge and skills in areas such as selection and staffing, talent development, compensation, benefits, and performance management that will help maximize their professional success and leadership potential.

By the end of this course, students will be able to:

- Evaluate HR and organizational design choices through a strategic lens, considering alignment with business goals and external constraints.

- Diagnose organizational challenges related to structure, culture, leadership, and change using OB and HR frameworks.
- Design people-management approaches that support performance, engagement, and adaptability in dynamic environments.
- Assess the human and organizational implications of change, including the differing roles of leaders and individual contributors.
- Make evidence-based and ethically grounded recommendations for improving organizational effectiveness.

Global Strategy 1:

Provides a foundational understanding of how organizations develop, implement, and evaluate strategies to achieve long-term goals and competitive advantage in a globalized economy. Students explore the core concepts of internal and external environmental analysis, including SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) and Porter's Five Forces. Emphasizes critical thinking and decision-making by applying theoretical frameworks to real-world business case studies, examining both business-level and corporate-level strategies.

By the end of this course, students will be able to:

- Define strategy and competitive advantage, and explain how vision, mission, values, corporate governance, and social responsibility shape strategic decision-making in a global context.
- Identify and analyze key external and internal forces—including political, legal, cultural, ethical, and economic conditions—that influence strategic options and constraints.
- Evaluate how resources, capabilities, and competencies contribute to competitive advantage across different industries and geographic markets.
- Apply business-level and corporate-level strategy frameworks, including differentiation, cost leadership, value chain participation, and build–borrow–buy decisions.
- Assess the strategic implications of globalization for firms and societies, including geographic scope, global–local trade-offs, and the consequences of operating across borders.
- Compare and evaluate international strategy choices for multinational enterprises, including global integration versus local responsiveness and alternative foreign market entry modes.

Global Strategy 2:

This course provides an advanced examination of global strategy, focusing on how firms design, implement, and sustain competitive advantage across complex international environments. Emphasis is placed on advanced strategic frameworks, cross-border trade-offs, and the alignment of functional decisions—such as operations, marketing, finance, and market entry—with overall firm strategy. Through cases and a multi-period simulation, students analyze how strategic

coherence and execution across functions drive firm performance in dynamic global contexts shaped by geopolitical, economic, legal, and cultural forces.
By the end of this course, students will be able to:

- Apply advanced strategy frameworks to analyze, formulate, and implement strategies in complex competitive environments.
- Diagnose how firm resources, capabilities, structure, and incentives contribute to sustained competitive advantage and effective execution.
- Evaluate strategic trade-offs related to scope, scale, and market participation, including decisions about where and how firms compete across regions and countries.
- Incorporate global institutional forces into the design and evaluation of strategic responses, assessing how firms adapt, mitigate risk, and create advantage across different institutional environments.
- Compare and evaluate alternative growth and expansion strategies, including organic growth, partnerships, foreign investment, and international market entry modes.
- Integrate and align functional decisions across the firm—including operations, supply chain, finance, and market strategy—with overall strategy, demonstrating how cross-functional coherence drives firm performance in a dynamic simulation environment.

Logistics:

This course focuses on the concepts and methods used to plan and manage logistics activities in a business environment. Students will gain an understanding of the components of logistics management and the tradeoffs required to manage the integrated flow and storage of goods through a supply chain.

By the end of this course, students will be able to:

- Explain the role of logistics in creating business value through cost efficiency, service levels, speed, and reliability.
- Describe logistics as an interconnected system of decisions involving transportation, inventory, facilities, and information, and explain the tradeoffs among them.
- Analyze the cross-functional impacts of logistics decisions, including interactions with marketing, finance, operations, and strategy.
- Apply logistics concepts to managerial decision-making by evaluating how uncertainty, constraints, and global factors—such as tariffs, trade regulations, and exchange rates—affect cost, service, speed, and reliability.
- Recognize the range of roles, career paths, and professional contexts associated with the logistics field.

Information Systems:

Information is a critical ingredient for the operation and management of any organization, and information systems play a vital and increasingly strategic role in the production, management, creative marketing, and delivery of products and services today. Advances in computer and communications technology during the last two decades have sparked a digital revolution that is disrupting industries and radically transforming markets, the very nature of managerial work, the structure of organizations, and the way firms operate, relate to other firms, and compete in the marketplace. The objective of this introductory course is to impart an understanding of "core" elements of management information systems (MIS) knowledge, focusing on managerial rather than technical implementation issues.

By the end of this course students will be able to:

- Grasp the essentials of major components of a firm's MIS/IS and understand the vital and inextricable role of Information systems across all business functions and disciplines.
- Develop an understanding of how information technology has transformed business processes and industries, how IT-enabled innovations and strategies improv organizational performance, and where technologies make firms and markets vulnerable to disruption.
- Develop an understanding of key IS-related concepts and applications, including cloud computing, AI, ERP systems, E-commerce and business-intelligence.
- Understand basic security, control, governance, and ethical issues relating to enterprise data and systems, including AI.
- Recognize the range of roles, career paths, and professional contexts associated with the information systems field.

Supply Chain Integration:

This course examines the role of strategic coordination between firms across global supply chains, focusing on where and how value can be created and captured in the supply chain. Students will analyze the trade-offs between transactional and relational strategies, and how supply chain decisions impact a firm's profitability, resilience, and sustainability. The course highlights why understanding supply chains is essential for all organizational roles and can be used to support corporate strategy.

By the end of this course, students will be able to:

- Analyze the benefits, costs, and trade-offs of strategic supply chain decisions, and explain how supply chain choices and constraints influence actions and outcomes across functional areas.
- Assess how supply chain network configuration affects firm performance, sustainability and resilience, and apply this understanding to managing supply chains amid uncertainty and disruption.

- Explain the basic frameworks and logic of strategic procurement, including trade-offs between relational and transactional approaches, centralized and decentralized decision-making, and approaches to effectively manage vendors and suppliers.
- Explain the strategic logic for managing a firm's portfolio of customers, including trade-offs between relational and transactional approaches, and describe how firms can tailor customer management practices to enhance value creation and value capture.
- Describe the conditions under which collaboration with customers and suppliers leads to enhanced performance, builds competitive advantage, and co-creates value, including the tools and processes that support effective domestic and global partnerships.
- Understand the difference between a supply chain member's value capture and the overall supply chain's value creation, and how the tension between sharing created value can be effectively addressed.

Communicator's Toolkit:

This course develops students' ability to communicate clearly, professionally, and persuasively across audiences, contexts, and modalities. Students build practical skills in storytelling, collaboration, meeting facilitation, and ethical, effective use of AI to connect people and ideas in business settings.

By the end of the course, students will be able to:

- Communicate complex business ideas clearly, professionally, and persuasively across audiences and contexts.
- Craft and deliver compelling business stories using data, visuals, and narrative structure.
- Select and execute appropriate communication modalities (e.g., email, memos, presentations, digital platforms) based on purpose, audience, and context.
- Use artificial intelligence tools thoughtfully and ethically to enhance business communication deliverables, demonstrating sound judgment about when and how to communicate with human stakeholders versus AI agents, and maintaining transparency, accountability, and professionalism.
- Plan, facilitate, and follow up on effective meetings that drive alignment, decisions, and action.
- Demonstrate intercultural and cross-functional communication competence.
- Collaborate effectively through active listening, feedback, and conflict-aware communication.
- Exhibit self-awareness and emotional intelligence in professional communication settings.

Critical Thinker's Toolkit:

This course strengthens students' capacity to frame, analyze, and solve complex business problems using critical, systems, and agile thinking. Through data-informed analysis and entrepreneurial experimentation, students learn to navigate uncertainty and generate sound, innovative solutions.

By the end of the course, students will be able to:

- Apply frameworks for critical, systems and agile thinking.
- Frame and analyze complex problems using structured methods, distinguishing root causes from symptoms and clarifying constraints and trade-offs.
- Demonstrate an entrepreneurial mindset by identifying opportunities, experimenting and creating value in uncertain contexts.
- Evaluate assumptions, evidence, and data quality to support sound judgment and decision-making under uncertainty.
- Generate, compare, and refine alternative solutions using both analytical rigor and creative thinking, assessing feasibility, risk, and potential impact.

Resilient Professional's Toolkit:

This course helps students develop the mindset and skills needed to thrive in dynamic professional environments. Students build resilience, self-awareness, and a growth mindset while learning to manage change, regulate emotions, take accountability, and grow through feedback and reflection.

By the end of the course, students will be able to:

- Demonstrate resilience by recovering from setbacks and maintaining motivation under pressure.
- Practice accountability and professional responsibility in individual and team settings.
- Give and receive feedback effectively to support continuous learning.
- Apply mindfulness techniques to manage stress, regulate emotions and improve focus.
- Analyze the process of organizational change and apply strategies for leading and managing change from different roles within a team.

Appendix 2: Portrait of a Graduate Maturity Model

This initial maturity model serves as a framework to shape coursework and student assessments, and also assists in creating metrics to evaluate our success in achieving these curricular objectives. For every graduate dimension, we outline the progression expected throughout a student's four-year experience, identify the characteristics associated with achievement, and provide comprehensive descriptions of how success is demonstrated for each trait in every academic year.

Maturity Model - Knowledgeable Business Practitioners

Knowledgeable business practitioners:

Graduates possess strong disciplinary and cross-functional business knowledge, apply it effectively in real-world settings, leverage technology for innovation and impact, and navigate business in a global, interconnected context.

Progression Summary

- Year 1 - From exposure to basic understanding
- Year 2 - From silos to connections
- Year 3 - From analysis to judgment
- Year 4 - From student to practitioner

Defining Traits

- Knowledge Acquired
- Application Abilities
- Technological Skills
- Global Mindset

Year 1 Focus: Awareness, exposure, and basic business literacy	**Year 2 Focus:** Functional competence and early integration	**Year 3 Focus:** Application, synthesis, and real-world complexity	**Year 4 Focus:** Impact, judgment, and professional readiness
Knowledge • Understands foundational concepts in core business disciplines (e.g., accounting, economics, marketing, management). • Recognizes basic terminology and how different business functions fit together at a high level.	**Knowledge** • Demonstrates working knowledge of major business functions and their objectives. • Begins to connect decisions in one function (e.g., marketing) to outcomes in others (e.g., finance, operations).	**Knowledge** • Integrates concepts across disciplines to evaluate trade-offs and competing objectives. • Understands how strategy, operations, finance, and marketing interact in dynamic environments.	**Knowledge** • Demonstrates deep disciplinary expertise complemented by strong cross-functional understanding. • Thinks systemically about organizations, markets, and stakeholders.
Application • Applies basic concepts to structured classroom problems and simple case discussions. • Follows established frameworks with guidance.	**Application** • Analyzes moderately complex business problems using discipline-specific tools. • Applies concepts to realistic scenarios with limited ambiguity.	**Application** • Solves open-ended, ambiguous business problems. • Develops and justifies recommendations using evidence, assumptions, and structured reasoning.	**Application** • Applies business knowledge effectively in real-world or near-real-world settings. • Exercises sound managerial judgment under uncertainty and time constraints.
Technology • Uses standard productivity and collaboration tools (e.g., spreadsheets, presentations, learning platforms). • Demonstrates awareness of how technology supports business operations.	**Technology** • Uses analytical tools (e.g., Excel, basic data visualization, introductory analytics or AI tools) to support decision-making. • Understands the role of technology in improving efficiency and coordination.	**Technology** • Leverages technology and analytics to generate insights, test scenarios, or support innovation. • Critically evaluates the quality and limitations of data and AI-generated outputs.	**Technology** • Strategically leverages technology (analytics, AI, digital platforms) for innovation and organizational impact. • Communicates insights clearly to both technical and non-technical audiences.
Global Mindset • Acknowledges that businesses operate in a global environment. • Demonstrates introductory awareness of cultural, economic, and regulatory differences across countries.	**Global Mindset** • Explains how global supply chains, markets, and institutions affect business decisions. • Considers international examples and cross-cultural issues in coursework.	**Global Mindset** • Analyzes global risks, geopolitical factors, and cross-border interdependencies. • Adapts recommendations to different regional or cultural contexts.	**Global Mindset** • Navigates global business challenges with cultural sensitivity and ethical awareness. • Incorporates sustainability, risk, and long-term implications into decision-making.

Maturity Model – Bridge-Building Communicators

Bridge-Building Communicators:

Graduates communicate with professionalism and self-awareness, tell stories that inspire, and collaborate across functions to connect people, ideas and opportunities.

Progression Summary

- Year 1 - From expression to professionalism
- Year 2 - From clarity to persuasion
- Year 3 - From persuasion to influence
- Year 4 - From influence to bridge-building leadership

Defining Traits

- Communication Skills
- Self-Awareness
- Storytelling
- Collaboration

Year 1 Focus: Self-awareness, fundamentals, and professionalism	**Year 2 Focus:** Audience awareness and functional collaboration	**Year 3 Focus:** Influence, integration, and complexity	**Year 4 Focus:** Leadership, inspiration, and organizational impact
Communication Skills • Communicates clearly in written and oral formats using appropriate tone and structure. • Demonstrates basic professionalism (grammar, organization, punctuality, audience respect).	**Communication Skills** • Tailors messages to different audiences (e.g., peers, instructors, simulated managers). • Uses evidence and structure to persuade.	**Communication Skills** • Communicates confidently in ambiguous or high-stakes situations. • Synthesizes complex information into clear, actionable messages.	**Communication Skills** • Communicates with authority, clarity, and credibility in professional settings. • Navigates difficult conversations and strategic messaging effectively.
Self-Awareness • Recognizes personal communication strengths and weaknesses. • Begins adapting communication style based on feedback.	**Self-Awareness** • Reflects on communication impact and adjusts delivery accordingly. • Responds productively to critique.	**Self-Awareness** • Demonstrates strong emotional intelligence and situational awareness. • Adjusts communication style to manage conflict and build trust.	**Self-Awareness** • Demonstrates mature self-regulation and authenticity. • Uses reflection to continuously refine communication approach.
Storytelling • Conveys ideas logically using simple narratives and examples. • Explains concepts accurately but primarily from their own perspective.	**Storytelling** • Uses data, examples, and context to support a clear message. • Begins framing stories around problems and solutions.	**Storytelling** • Crafts compelling narratives that connect data, strategy, and human impact. • Frames stories to influence decisions across functional boundaries.	**Storytelling** • Tells stories that inspire action and align stakeholders around a vision. • Integrates strategy, values, and opportunity into compelling narratives.
Collaboration • Participates constructively in teams. • Listens actively and respects diverse viewpoints.	**Collaboration** • Collaborates effectively within and across functional roles in projects. • Helps align team members around shared goals.	**Collaboration** • Serves as a connector among diverse perspectives and expertise. • Facilitates productive dialogue and consensus-building.	**Collaboration** • Bridges functions, perspectives, and interests to connect people and ideas. • Enables collaboration by creating shared understanding and momentum.

Maturity Model – Analytical & Innovative Problem-Solvers

Analytical & Innovative Problem-Solvers: Graduates use critical and systems thinking, supported by data-driven evidence, while applying an entrepreneurial mindset to generate bold, effective solutions in uncertain environments.

Progression Summary

- Year 1 - From awareness to structured analysis
- Year 2 - From analysis to integrated reasoning
- Year 3 - From reasoning to strategic problem solver
- Year 4 - From problem solving to entrepreneurial impact

Defining Traits

- Critical Thinking
- Systems Thinking
- Data-Driven Evidence
- Entrepreneurial Mindset

Year 1 Focus: Structured thinking and evidence awareness	**Year 2 Focus:** Functional integration and evidence-based reasoning	**Year 3 Focus:** Ambiguity, synthesis, and experimentation	**Year 4 Focus:** Judgment, boldness, and real-world impact
Critical Thinking • Identifies problems clearly and distinguishes facts from opinions. • Applies basic logic and course frameworks to well-defined problems.	**Critical Thinking** • Analyzes problems using multiple perspectives and structured frameworks. • Compares alternatives using explicit criteria.	**Critical Thinking** • Evaluates ill-structured problems with competing objectives. • Challenges assumptions and assesses risk and uncertainty.	**Critical Thinking** • Exercises sound judgment in high-uncertainty, high-impact decisions. • Balances rigor with speed and decisiveness.
Systems Thinking • Recognizes that business decisions affect multiple components of an organization. • Describes simple cause-and-effect relationships.	**Systems Thinking** • Connects decisions across functions (e.g., finance, marketing, operations). • Identifies feedback loops and trade-offs.	**Systems Thinking** • Analyzes dynamic interactions among organizational, market, and external systems. • Anticipates second- and third-order effects.	**Systems Thinking** • Thinks holistically about organizations, ecosystems, and stakeholders. • Designs solutions that align incentives and manage systemic risk.
Data-Driven Evidence • Interprets basic quantitative and qualitative data. • Uses data descriptively to support note-taking, summaries, and simple conclusions.	**Data-Driven Evidence** • Uses spreadsheets and basic analytics to analyze data. • Supports recommendations with evidence and clearly stated assumptions.	**Data-Driven Evidence** • Integrates multiple data sources (financial, operational, market). • Critically evaluates data quality, bias, and limitations, including AI-generated insights.	**Data-Driven Evidence** • Uses advanced analytics, experimentation, and insight synthesis to inform decisions. • Communicates evidence clearly to diverse stakeholders.
Entrepreneurial Mindset • Demonstrates curiosity and openness to new ideas. • Identifies opportunities and constraints in familiar contexts.	**Entrepreneurial Mindset** • Frames problems as opportunities. • Generates multiple solution options and evaluates feasibility.	**Entrepreneurial Mindset** • Experiments, iterates, and learns from failure. • Develops innovative solutions under constraints and uncertainty.	**Entrepreneurial Mindset** • Generates bold, actionable solutions that create value. • Demonstrates ownership, resilience, and ethical awareness in execution.

Maturity Model – Resilient & Growth-Oriented Professionals

Resilient & Growth-Oriented Professionals:

Graduates adapt to ambiguity, demonstrate curiosity and accountability, and turn feedback and setbacks into opportunities for continuous learning and development.

Progression Summary

- Year 1 - From awareness to openness
- Year 2 - From openness to ownership
- Year 3 - From ownership to resilience
- Year 4 - From resilience to sustained growth

Defining Traits

- Adaptation to Ambiguity
- Curiosity
- Accountability
- Learning from Feedback & Setbacks

Year 1 Focus: Awareness, openness, and basic coping skills	**Year 2 Focus:** Adjustment, ownership, and learning through experience	**Year 3 Focus:** Persistence, reflection, and growth under pressure	**Year 4 Focus:** Maturity, leadership, and continuous development
Adaption to Ambiguity • Manages structured tasks with clear expectations. • Experiences discomfort with ambiguity but seeks clarification and support.	**Adaption to Ambiguity** • Handles moderately ambiguous tasks and open-ended assignments. • Adjusts approach based on evolving information.	**Adaption to Ambiguity** • Operates effectively in uncertain, high-pressure situations. • Prioritizes, experiments, and adapts strategies when conditions change.	**Adaption to Ambiguity** • Thrives in complex, ambiguous environments. • Maintains effectiveness and composure during uncertainty and change.
Curiosity • Demonstrates willingness to ask questions and explore new ideas. • Engages with feedback when prompted.	**Curiosity** • Actively seeks feedback and learning opportunities. • Explores connections beyond assigned material.	**Curiosity** • Proactively identifies skill gaps and seeks developmental experiences. • Demonstrates intellectual humility and openness to new perspectives.	**Curiosity** • Pursues continuous learning aligned with professional goals. • Encourages curiosity and learning in others.
Accountability • Takes responsibility for meeting deadlines and basic expectations. • Begins to recognize the link between effort and outcomes.	**Accountability** • Owns individual contributions within teams. • Acknowledges mistakes and corrects course.	**Accountability** • Takes responsibility for outcomes, including those beyond direct control. • Supports team resilience by modeling constructive responses to challenges.	**Accountability** • Demonstrates strong personal and professional integrity. • Takes ownership for decisions, outcomes, and long-term development.
Learning from Feedback & Setbacks • Receives feedback without defensiveness. • Reflects on mistakes and identifies simple improvement actions.	**Learning from Feedback & Setbacks** • Uses feedback to improve performance across iterations. • Demonstrates persistence after setbacks.	**Learning from Feedback & Setbacks** • Actively integrates feedback from multiple sources. • Reframes setbacks as data for learning and improvement.	**Learning from Feedback & Setbacks** • Systematically incorporates feedback into performance and career planning. • Uses setbacks to drive growth, resilience, and innovation.