You Might Like This Major If...
- You’re not intimidated by large projects, or ones that have many moving parts.
- You are detail oriented.
- You are looking for a versatile, in-demand business degree.
- You are interested in pursuing a concurrent certificate in Enterprise Resource Planning (ERP) with SAP (available at Erie, the Behrend College and University College campuses, Beaver, Fayette, Greater Allegheny, Lehigh Valley, New Kensington, Schuylkill, Shenango, Wilkes-Barre and Scranton).

Entrance to Major
Entry to the Management major requires the completion of 5 entry-to-major courses: ACCTG 211, ECON 102, ENGL 15 or ENGL 30, MATH 110 or MATH 140, STAT 200 or SCM 200 and a 2.00 or higher cumulative grade-point average.

Degree Requirements
For the Bachelor of Science degree in Project and Supply Chain Management, a minimum of 120 credits is required:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Education</td>
<td>45</td>
</tr>
<tr>
<td>Electives</td>
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</tr>
<tr>
<td>Requirements for the Major</td>
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</tr>
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</table>

General Education
Connecting career and curiosity, the General Education curriculum provides the opportunity for students to acquire transferable skills necessary to be successful in the future and to thrive while living in interconnected contexts. General Education aids students in developing intellectual curiosity, a strengthened ability to think, and a deeper sense of aesthetic appreciation. These are requirements for all baccalaureate students and are often partially incorporated into the requirements of a program. For additional information, see the General Education Requirements (http://bulletins.psu.edu/undergraduate/general-education/baccalaureate-degree-general-education-program) section of the Bulletin and consult your academic adviser.

The keystone symbol appears next to the title of any course that is designated as a General Education course. Program requirements may also satisfy General Education requirements and vary for each program.

Foundations (grade of C or better is required.)
- Quantification (GQ): 6 credits
- Writing and Speaking (GWS): 9 credits

Knowledge Domains
- Arts (GA): 6 credits
- Health and Wellness (GHW): 3 credits
- Humanities (GH): 6 credits
- Social and Behavioral Sciences (GS): 6 credits
- Natural Sciences (GN): 9 credits

Integrative Studies (may also complete a Knowledge Domain requirement)
- Inter-Domain or Approved Linked Courses: 6 credits

15 of these 45 credits are included in the Requirements for the Major.

University Degree Requirements
First Year Engagement
All students enrolled in a college or the Division of Undergraduate Studies at University Park, and the World Campus are required to take 1 to 3 credits of the First-Year Seminar, as specified by their college First-Year Engagement Plan.

Other Penn State colleges and campuses may require the First-Year Seminar; colleges and campuses that do not require a First-Year Seminar provide students with a first-year engagement experience.

Begin Campus: Any Penn State Campus
End Campus: Erie

Program Description
The Project and Supply Chain Management major concentrates on developing knowledge, skills, and abilities in both project and supply chain management, dynamic and important disciplines in modern corporations. Project management skills include the development of new projects, and coordinating procurement and project delivery systems. Supply chain management emphasizes the integration of manufacturing and service operations, logistics, purchasing, and distribution that enable organizations to develop value-creating supply chain networks. The major provides students with an opportunity to develop the quantitative and people skills necessary to design and operate today’s complex management systems. Students learn how to manage critical components in organizational supply chains, and apply business analytic methods for organizing and fully integrating supply chain practices throughout the organization.

Graduates are uniquely well-prepared for careers in some of the highest in-demand professions in the modern business and government environments, managing the supply chain and project initiatives in world-class business firms, public sector organizations, construction, IT organizations, third-party logistics providers, and goods and services distribution operations.

What is Project and Supply Chain Management?
It has been estimated that well over half of all activities in modern corporations are project-based. From developing a new product to constructing a new building, the list of efforts that organizations must plan, manage, and deliver (ideally on time and under budget) is nearly endless. At the same time, globalization creates a growing need for professionals who can effectively manage complex supply chains. The study of project and supply chain management emphasizes the integration of manufacturing and service operations, logistics, purchasing, and distribution—the functions that enable organizations to cultivate value-creating supply chain networks.

Project and Supply Chain Management, B.S. (Behrend)

Begin Campus: Any Penn State Campus
End Campus: Erie

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Begin Campus: Any Penn State Campus
End Campus: Erie
First-year baccalaureate students entering Penn State should consult their academic adviser for these requirements.

**Cultures Requirement**
6 credits are required and may satisfy other requirements
- United States Cultures: 3 credits
- International Cultures: 3 credits

**Writing Across the Curriculum**
3 credits required from the college of graduation and likely prescribed as part of major requirements.

**Total Minimum Credits**
A minimum of 120 degree credits must be earned for a baccalaureate degree. The requirements for some programs may exceed 120 credits. Students should consult with their college or department adviser for information on specific credit requirements.

**Quality of Work**
Candidates must complete the degree requirements for their major and earn at least a 2.00 grade-point average for all courses completed within their degree program.

**Limitations on Source and Time for Credit Acquisition**
The college dean or campus chancellor and program faculty may require up to 24 credits of course work in the major to be taken at the location or in the college or program where the degree is earned. Credit used toward degree programs may need to be earned from a particular source or within time constraints (see Senate Policy 83-80 (http://senate.psu.edu/policies-and-rules-for-undergraduate-students/82-00-and-83-00-degree-requirements/#83-80)). For more information, check the Suggested Academic Plan for your intended program.

**Requirements for the Major**
This includes 15 credits of General Education courses: 6 credits of GQ courses; 6 credits of GS courses; 3 credits of GWS courses.

Each student must earn at least a grade of C in each 300- and 400-level course in the major field.

To graduate, a student enrolled in the major must earn a grade of C or better in each course designated by the major as a C-required course, as specified by Senate Policy 82-44 (http://senate.psu.edu/policies-and-rules-for-undergraduate-students/82-00-and-83-00-degree-requirements/#82-44).

**Prescribed Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ACCTG 211</td>
<td>Financial and Managerial Accounting for Decision Making</td>
<td>4</td>
</tr>
<tr>
<td>ECON 102</td>
<td>Introductory Microeconomic Analysis and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ECON 104</td>
<td>Introductory Macroeconomic Analysis and Policy</td>
<td>3</td>
</tr>
<tr>
<td>ENGL 202D</td>
<td>Effective Writing: Business Writing</td>
<td>3</td>
</tr>
</tbody>
</table>

**Additional Courses: Require a grade of C or better**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 410</td>
<td>Project Management</td>
<td>3</td>
</tr>
<tr>
<td>BA 241</td>
<td>Legal Environment of Business</td>
<td>4</td>
</tr>
<tr>
<td>&amp; BA 242</td>
<td>Social and Ethical Environment of Business</td>
<td>4</td>
</tr>
</tbody>
</table>

**Supporting Courses and Related Areas**
Select 12 credits of approved electives courses from any area (see school list of suggested courses)^1

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1. Suggested courses are subject to change. For the most up-to-date information, please refer to Penn State's official course catalog or academic adviser.
Integrated B.S. in Project and Supply Chain Management and M.B.A. in Business Administration, Penn State Harrisburg

The School of Business Administration offers a limited number of academically superior Bachelor of Science in Project and Supply Chain Management candidates the opportunity to enroll in an integrated, continuous program of study leading to both the Bachelor of Science in Project and Supply Chain Management and the Master of Business Administration. The ability to coordinate as well as concurrently pursue the two degree programs enables the students to earn both degrees in five years. Specifically, as many as twelve of the credits required for the master’s degree may be applied to both undergraduate and graduate degree programs. The Integrated Undergraduate-Graduate Program reduces the total number of credits needed to earn both degrees from 150 to 138.

Students in the IUG program must satisfy the requirements for both the Bachelor of Science in Project and Supply Chain Management and Master of Business Administration degrees. The total course load is reduced due to courses that can count towards both degrees. The first two years of the IUG program are identical to the first two years of the Bachelor of Science program. Students in the IUG program take three additional credits in their third year, and three fewer credits in their fourth year. The courses that count toward the Master of Business Administration degree requirements are included in the fourth year. Student performance will be monitored on an on-going basis. In addition, a formal evaluation of student academic performance will be performed when the students have completed 100 to 105 credits, which is at the end of the first semester of the senior year for typical students in the program. Students who have not maintained a 3.0 GPA in their graduate courses will be put on probationary status with respect to the IUG program. They will receive a warning letter regarding probationary status. Their ability to continue in the IUG program will be based on their academic performance in the last semester of their senior year.

Students have the choice of receiving the B.S. in Project and Supply Chain Management degree at the end of the fourth year or waiting until the end of the fifth year to receive both degrees. Students who elect to receive the B.S. degree at the end of the fourth year will pay graduate tuition for courses taken in the fifth year; students opting to receive both degrees at the end of the fifth year will pay undergraduate tuition for all five years.

If for any reason students admitted to the IUG program are unable to complete the requirements for the Master of Business Administration degree, the students will be permitted to receive the Bachelor of Science in Project and Supply Chain Management degree assuming all the undergraduate degree requirements have been satisfactorily completed. If the students successfully complete courses listed in the recommended schedule, they will satisfy the requirements for the Bachelor of Science degree by the end of their fourth year.

ADMISSION REQUIREMENTS

To initiate the application process, students must submit a resume, a personal statement including career goals and how MBA will enhance their career goals, transcripts of courses taken outside Penn State, two letters of recommendation, with at least one from the School of Business Administration faculty, and a plan of study that integrates both undergraduate and graduate requirements. A graduate faculty adviser in collaboration with the Director of MBA Program will help undergraduate candidates determine a sequence of courses that will prepare them for acceptance into the Integrated Undergraduate-Graduate (IUG) degree program.

The number of openings in the IUG program is limited. Applicants to the IUG program must have completed a minimum of 60 credits. Typical students would apply after completing between 60 and 90 credits, that is, after the fifth semester and before the end of the seventh semester. In addition, the applicants must earn a minimum of cumulative grade point average of 3.5 and complete the following Entry to Major courses or equivalent: ACCTG 211, ECON 102, ENGL 15 or ENGL 30, FIN 301, MATH 110 or MATH 140, MGMT 301, MKTG 301 and STAT 200 or SCM 200.

To formally apply, students must submit a completed graduate school application. The students should mention in the notes section that the application is for the IUG program in Business Administration. The Graduate Management Admission Test (GMAT) or Graduate Record Examination (GRE) is not required for admission into the program; however, if students are interested in applying for a graduate assistantship, GMAT or GRE scores must be submitted by the end of the eighth semester.

Student applications will be evaluated based on their overall portfolio, in addition to the above requirements. In all cases, admission to the program will be at the discretion of the Graduate Admissions Committee in Business Administration.

DEGREE REQUIREMENTS

Students in the IUG program must satisfy the degree requirements for both Bachelor of Science in Project and Supply Chain Management and Master of Business Administration degrees. The total course load is reduced due to the maximum of 12 credits that can count towards both degrees. All courses counted for both degrees must be at the 500- or 800-level.

Program Learning Objectives

Critical and Integrative Thinking:

1. Students will be able to think critically by actively considering different points of view and utilize an integrated, holistic approach to construct relevant analyses, arguments, and conclusions.
   a. Students will clearly identify the key issues in the analysis.
   b. Students will present the appropriate analytic framework or warrant.
   c. Students will identify and assess important assumptions and question their validity.
   d. Students will identify and assess the quality of supporting data/evidence & provide additional data/evidence related to the issue.
   e. Students will draw and discuss conclusions, implications, and consequences.
   f. Students will identify key business issues using an integrated approach.
g. Students will apply appropriate holistic analyses to business issues.

h. Students will generate solutions that incorporate an integrated perspective to business problems.

Oral Communication:

1. Upon graduation our undergraduate students in The Sam and Irene Black School of Business will be able to execute the oral communication skills that they have learned in the interactive business courses to business situations where effective explanation, persuasion, exchanging information and ideas are essential.
   a. Students will be able to clearly express their line of thoughts to an audience.
   b. Student will be able to show confidence in their ability to communicate with their audience.
   c. Students will be able to effectively organize their thoughts and clearly communicate their organized thoughts with their audience.
   d. Students will be able to provide accuracy of content in their communication with their audience.
   e. Students will be able to provide depth of content in their communication with their audience.
   f. Students will be able to deliver a professional quality presentation to an audience while using appropriate and supporting technology.
   g. Students will be able to have a professional appearance in front of their audience.

Writing Competence:

1. Students will be able to demonstrate effective writing skills.
   a. Students will organize written assignments effectively.
   b. Students will develop a clear and well-structured argument.
   c. Students will identify and provide evidence sufficient to support the argument.
   d. Students will find reliable sources and cite and reference them correctly.
   e. Students will demonstrate proper writing mechanics with respect to spelling, punctuation, and grammar.

Teamwork:

1. Students will be positive contributors to effective team functioning via application of their functional skills in addition to strong interpersonal skills.
   a. Students will be able to recognize the different ways in which their peers contribute to collaborative work.
   b. Students will contribute effectively to teams.
   c. Students will display good interpersonal skills in teamwork contexts.
   d. Students will learn how to interact effectively on teams.

Ethics and Social Responsibility:

1. Students will be able to recognize ethical issues and apply ethical theories in business situations at individual and/or organizational levels.
   a. Students will recognize ethical issues and the inter-relationships between business and society.

b. Students will identify stakeholders affected by decisions and actions.

c. Students will understand the consequences of decisions/actions to stakeholders.

d. Students will analyze an ethical dilemma applying multiple ethical theories.

e. Students will be able to correctly apply relevant ethical principles.

f. Students will be able to recommend a plan of action.

g. Students will be able to supported recommend action with by ethical analysis/evaluation.

Functional Area Knowledge:

1. Students will be able to apply foundational knowledge to analyze and solve problems and interpret written and visual material across various business domains.
   a. Students will be able to apply foundational knowledge to analyze and solve problems and interpret written and visual material in the Accounting domain.
   b. Students will be able to apply foundational knowledge to analyze and solve problems and interpret written and visual material in the Economics domain.
   c. Students will be able to apply foundational knowledge to analyze and solve problems and interpret written and visual material in the Management domain.
   d. Students will be able to apply foundational knowledge to analyze and solve problems and interpret written and visual material in the Quantitative Business Analysis domain.
   e. Students will be able to apply foundational knowledge to analyze and solve problems and interpret written and visual material in the Finance domain.
   f. Students will be able to apply foundational knowledge to analyze and solve problems and interpret written and visual material in the Marketing domain.
   g. Students will be able to apply foundational knowledge to analyze and solve problems and interpret written and visual material in the Legal and Social Environment domain.
   h. Students will be able to apply foundational knowledge to analyze and solve problems and interpret written and visual material in the Information Systems domain.
   i. Students will be able to apply foundational knowledge to analyze and solve problems and interpret written and visual material in the International Issues domain.

Functional Area Knowledge (ACCOUNTING):

1. Students will be able to demonstrate a broad general knowledge of the principles of accounting, both managerial and financial.
   a. Students will be able to perform basic financial accounting transaction analysis.
   b. Students will prepare and interpret general purpose financial statements.
   c. Students will perform financial statement analysis.
   d. Students will apply various principles of managerial accounting.

Functional Area Knowledge (ECONOMICS):

1. Students will be able to demonstrate a broad general knowledge of the principles of economics, both microeconomics and macroeconomics.
a. Students will apply concepts associated with free market operations.
b. Students will conduct decision making based on opportunity costs and marginal analysis.
c. Students will determine consumer behavior based on various measures of elasticity.
d. Students will interpret effects associated with the four major market structures.
e. Students will apply the theory of comparative advantage.
f. Students will apply the basic market and macroeconomic models to explain changes in price and quantity.
g. Students will define, calculate, and interpret major economic indicators.
h. Students will identify and analyze the phases of the business cycle and their characteristics, including the problems associated with each cycle.
i. Students will interpret the impact of fiscal policy effects on the macro economy.
j. Students will interpret the impact monetary policy on the macro economy.
k. Students will identify how various analytical frameworks, (e.g., classical, Keynesian, monetarist, etc.) used may affect the policy conclusions in debates over stabilization policy.
l. Students will apply the theory of comparative advantage and the flows of financial assets principle to trade.

Functional Area Knowledge (FINANCE):

1. Use discounted valuation techniques to make capital investment decisions.
   a. Calculate the NPV for three scenarios (1) base case, (2) best case, and (3) worst case
   b. Identify relevant initial CFs for NPV calculation
   c. Identify relevant operating CFs for NPV calculation
   d. Identify relevant terminal CFs for NPV calculation
   e. Create and interpret a NPV profile
   f. Analyze and accept or reject a proposed investment project.
2. Understand the relationship between risk and return for equity and debt.
   a. Understand the trade-off between risk and return for individual assets by computing a beta and required rate of return using the CAPM (Capital Asset Pricing Model).
   b. Explain an appropriate proxy for the market rate of return for the CAPM.
   c. Explain an appropriate risk-free rate proxy for the CAPM.
   d. Calculate cost of debt or YTM of corporate bonds
3. Determine the required return on a proposed investment.
   a. Calculate and interpret the weighted-average cost of capital (WACC) by estimating the market cost of equity and debt.
   b. Understand when WACC is appropriate as the required return to evaluate a proposed capital investment.

Functional Area Knowledge (MIS):

1. Students will be able to describe the benefits and challenges of applying information technology in various organizations and functional areas.
2. Students will describe the benefits and challenges of applying information technology in various organizations and functional areas.
3. Students will describe management issues and career paths in Information Technology.

Functional Area Knowledge (INTERNATIONAL BUSINESS):

1. Students will be able to will have basic multidisciplinary knowledge needed to conduct international business and understand the impact of globalization.
   a. Our students will develop an awareness of global issues and diverse cultures.
   b. Our students will be able to analyze how global factors affect decision making.
   c. Our students will be able to use information resources to formulate global strategy.

Functional Area Knowledge (LEGAL ENVIRONMENT):

1. Students will be able to identify key terms, concepts, and theories of the law, understand how law affects business, demonstrate an ability to analyze legal issues, and apply the law to business situations.
   a. Students will identify key terms, concepts, and theories of law.
   b. Students will analyze legal issues and apply the law to business situations.

Functional Area Knowledge (MANAGEMENT):

1. Students will be able to demonstrate a broad knowledge of each business discipline, including management.
   a. More particularly, students will be able to identify the correct core concepts in the context of the following 12 main topic areas:
      i. Introduction to / History of Management
      ii. Managing in the Global Environment
      iii. Decision Making
      iv. Planning & Strategy
      v. Organizational Structure & Culture
      vi. Managing Human Resources
      vii. Individual Attitudes & Behavior
      viii. Managing Teams
      ix. Motivation
      x. Leadership
      xi. Communication
      xii. Principles of Control

Functional Area Knowledge (MARKETING):

1. Students will be able to demonstrate a broad knowledge of marketing discipline.
   a. Students will understand the concept of marketing and marketing philosophies.
      i. Definition of marketing.
      ii. Main marketing philosophies (e.g., market orientation, societal market orientation, sales orientation, production orientation).
   b. Students will understand the process of marketing plan and how to set marketing strategies.
      i. Be able to prepare an outline of marketing plan (e.g., SWOT analysis).
ii. Be able to choose an appropriate marketing strategy for different types of firms (e.g., market development, product development, diversification, market penetration).

c. Students will understand the process of market research.
   i. Be able to choose an appropriate market research design and method for different types of market research questions.

d. Students will understand buyers and markets.
   i. Be able to understand the mechanism of the buyer behaviors.

e. Students will understand the concept of target marketing strategy.
   i. Be able to use market segmentation variables for targeting and positioning.
   ii. Students will understand the 4P's (product, price, promotion, place) concepts.
   iii. Be able to formulate MARKETING 4P'S DECISIONS.

Functional Area Knowledge (QUANTATIVE BUSINESS ANALYSIS):

1. Upon graduation our undergraduate students in The Sam and Irene Black School of Business will be able to demonstrate a broad knowledge of business disciplines (quantitative business analysis).
   a. Students will be able to apply the basic rules of probability to assess likelihood within a population.
   b. Students will be able to identify and apply appropriate probability distribution concepts to analyze data.
   c. Students will be able to demonstrate an understanding of correlation and regression analysis.

Functional Area Knowledge (SUPPLY CHAIN MANAGEMENT):

1. Students will be able to demonstrate a broad knowledge of business disciplines (supply chain management).
   a. Students will be able to apply forecasting methods for demand of a product or service.
   b. Students will be able to apply inventory and planning models for managing operations.
   c. Students will be able to demonstrate an understanding of TQM tools.

Academic Advising

The objectives of the university’s academic advising program are to help advisees identify and achieve their academic goals, to promote their intellectual discovery, and to encourage students to take advantage of both in-and out-of class educational opportunities in order that they become self-directed learners and decision makers.

Both advisers and advisees share responsibility for making the advising relationship succeed. By encouraging their advisees to become engaged in their education, to meet their educational goals, and to develop the habit of learning, advisers assume a significant educational role. The advisee’s unit of enrollment will provide each advisee with a primary academic adviser, the information need to plan the chosen program of study, and referrals to other specialized resources.

READ SENATE POLICY 32-00: ADVISING POLICY (http://senate.psu.edu/policies-and-rules-for-undergraduate-students/32-00-advising-policy)

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Suggested Academic Plan

Project and Supply Chain Management at Erie Campus

The course series listed below provides only one of the many possible ways to move through this curriculum. The University may make changes in policies, procedures, educational offerings, and requirements at any time. This plan should be used in conjunction with your degree audit (accessible in LionPATH as either an Academic Requirements or What If
report). Please consult with a Penn State academic adviser on a regular basis to develop and refine an academic plan that is appropriate for you.

### First Year

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>ENGL 15 or 30†</td>
<td>3</td>
<td>CAS 100‡‡</td>
<td>3</td>
</tr>
<tr>
<td>MATH 110 or 140‡‡</td>
<td>4</td>
<td>ECON 102‡‡</td>
<td>3</td>
</tr>
<tr>
<td>GENERAL EDUCATION COURSE ³</td>
<td>3</td>
<td>MIS 204</td>
<td>3</td>
</tr>
<tr>
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<td>3</td>
<td>GENERAL EDUCATION COURSE ³</td>
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<tr>
<td>GENERAL EDUCATION COURSE (GHW)³</td>
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<td>PSU 7</td>
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<tbody>
<tr>
<td>ACCTG 211‡</td>
<td>3</td>
<td>ENGL 202‡‡</td>
<td>3</td>
</tr>
<tr>
<td>ECON 104*</td>
<td>3</td>
<td>FIN 301*</td>
<td>3</td>
</tr>
<tr>
<td>SCM 200‡‡</td>
<td>4</td>
<td>MGMT 301*</td>
<td>3</td>
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<tr>
<td>GENERAL EDUCATION COURSE ³</td>
<td>3</td>
<td>MKTG 301*</td>
<td>3</td>
</tr>
<tr>
<td>GENERAL EDUCATION COURSE (GHW)³</td>
<td>1.5</td>
<td>SCM 301*</td>
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### Third Year

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<tr>
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<th>Spring</th>
<th>Credits</th>
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<tr>
<td>BA 241 &amp; BA 242</td>
<td>4</td>
<td>MGMT 415*</td>
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<tr>
<td>MGMT 410*</td>
<td>3</td>
<td>SCM 460*</td>
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<tr>
<td>SCM 445*</td>
<td>3</td>
<td>APPROVED ELECTIVE ²</td>
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<td>APPROVED ELECTIVE ²</td>
<td>3</td>
<td>INTERNATIONAL BUSINESS COURSE (IL)</td>
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<td>GENERAL EDUCATION COURSE ³</td>
<td>3</td>
<td>SUPPORTING BUSINESS COURSE ²</td>
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### Fourth Year

<table>
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<tr>
<th>Fall</th>
<th>Credits</th>
<th>Spring</th>
<th>Credits</th>
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<tr>
<td>ECON 481 or MIS 336*</td>
<td>3</td>
<td>MGMT 471W*</td>
<td>3</td>
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<tr>
<td>MGMT 341 (FALL ONLY)*</td>
<td>3</td>
<td>APPROVED ELECTIVE ²</td>
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<td>MGMT 418*</td>
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<td>ELECTIVE</td>
<td>1</td>
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<tr>
<td>SCM 455*</td>
<td>3</td>
<td>GENERAL EDUCATION COURSE ³</td>
<td>3</td>
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<td>APPROVED ELECTIVE ²</td>
<td>3</td>
<td>SUPPORTING BUSINESS COURSE ²</td>
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Total Credits 120

* Course requires a grade of C or better for the major
† Course requires a grade of C or better for General Education
# Course is an Entrance to Major requirement
‡ Course satisfies General Education and degree requirement

### University Requirements and General Education Notes:

US and IL are abbreviations used to designate courses that satisfy University Requirements (United States and International Cultures).

W, M, X, and Y are the suffixes at the end of a course number used to designate courses that satisfy University Writing Across the Curriculum requirement.

GS, GQ, GHW, GN, GA, GH, and GS are abbreviations used to identify General Education program courses. General Education includes Foundations (GWS and GQ) and Knowledge Domains (GHW, GN, GA, GH, GS, and Integrative Studies). Foundations courses (GWS and GQ) require a grade of ‘C’ or better.

Integrative Studies courses are required for the General Education program. N is the suffix at the end of a course number used to designate an Inter-Domain course and Z is the suffix at the end of a course number used to designate a Linked course.

1. Please see your academic adviser for approval before scheduling your course.
2. In order for a course to be eligible for an Approved Elective, the course can not be a lower level ENGL (1-6) or MATH (2-41) OR a GHW designated course. Please see your academic adviser if you have a question on a specific course.
3. All students are required to fulfill 45 credits of General Education courses. They include 9 credits of Natural Science (GN), 6 credits of Arts (GA), 6 credits of Humanities (GH), 6 credits of Social Science (GS) and 3 credits of Health and Wellness (GHW). Two (2) classes must be Inter-domain (N) or Linked (Z) courses. One (1) course must be designated an United States culture (US) and one (1) course must be designated an International culture (IL). Any 3 credits may be substituted for a different designation (GN,GA,GH,GS, or GHW) once 3 credits in each designation area have been successfully completed.

### Career Paths

The B.S. in Project and Supply Chain Management is one of only a handful of undergraduate degree programs in this field. Graduates are uniquely prepared to work in project-intensive industries such as construction, insurance, information services and information technology, manufacturing, utilities, pharmaceuticals, third-party logistics, and goods and services distribution operations.

### Careers

Employers of recent B.S. in Project and Supply Chain Management graduates include Frito Lay, Fairpoint Communications, Pitney Bowes, Syne, General Electric, Webtec Railway Electronics, Business Resource Group, Modern Industries, Eddie Bauer, Ferguson Enterprises, Unisys, Eastman Kodak, Tyco Electronics, and IBM.

### Opportunities for Graduate Studies

The B.S. in Project and Supply Chain Management can be a starting point for master’s- and doctoral-level study of business administration, law, organizational behavior, corporate strategy, enterprise architecture, information technology, or another specialized discipline.

### Professional Resources

- Project Management Institute (https://www.pmi.org)
Accreditation

The B.S. in Project and Supply Chain Management offered by the Black School of Business at Penn State Erie, The Behrend College, is accredited by AACSB International—The Association to Advance Collegiate Schools of Business. As the world’s largest business education alliance, AACSB connects educators, students, and business to achieve a common goal: to create the next generation of great leaders. Synonymous with the highest standards of excellence since 1916, AACSB provides quality assurance, business education intelligence, and professional development services to over 1,500 member organizations and more than 785 accredited business schools worldwide. AACSB’s mission is to foster engagement, accelerate innovation, and amplify impact in business education. For more information, visit: http://aacsb.edu.

MORE INFORMATION (http://www.aacsb.edu)

Contact

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cxs879@psu.edu

http://harrisburg.psu.edu/business-administration/supply-chain-management/bachelor-science-project-supply-chain-management

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3550 Seventh Street Rd
New Kensington, PA 15068
724-334-6031
aea13@psu.edu

http://newkensington.psu.edu/4-year-project-supply-chain-management-sap-certificate

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