

Addendum V: Curricula Revisions

Undergraduate Curricula Revisions	Associated Rationale	Resource Implications
<ul style="list-style-type: none"> Require a “C” or better in all courses that are prerequisites for CBK courses. These courses are designated prerequisites because the subsequent course presumes prior knowledge gained in the prerequisite courses. 	<ul style="list-style-type: none"> Students were not scoring well on the quantitative areas of the ETS. By assuring at least “C” knowledge, students should retain more of this information and perform better in subsequent classes. 	<ul style="list-style-type: none"> Additional sections may be needed for students who currently receive a D and do not have to retake the course.
<ul style="list-style-type: none"> Changed the curriculum for the Management Major 	<ul style="list-style-type: none"> To provide more flexibility for students in choosing courses that align with career choices and interests and to help in expediting the completion of their degree requirements. 	<ul style="list-style-type: none"> May require faculty to have more preps to offer the additional sections rather than the previously offered sections. May have underutilized resources if sections do not fill.
<ul style="list-style-type: none"> Created concentrations in Data Analytics in Information Systems, Information Technology, and Web Development 	<ul style="list-style-type: none"> Allows students to show employers that they are prepared for a particular sub-area of MIS. Allows the department to better predict how many capstone sections in each area need to be offered. 	<ul style="list-style-type: none"> None
<ul style="list-style-type: none"> Created concentrations in Sales and Human Resource Management 	<ul style="list-style-type: none"> To provide more flexibility for students in choosing courses that align with career choices and interests 	<ul style="list-style-type: none"> May require faculty to have more preps to offer the additional sections rather than the previously offered sections. May have underutilized resources if sections do not fill.
<ul style="list-style-type: none"> Created a minor in Logistics 	<ul style="list-style-type: none"> To provide more flexibility for students in choosing courses that align with career choices and interests. 	<ul style="list-style-type: none"> May need more part-time faculty to cover courses required for minor as former Logistics TT position went to new HR concentration instead.
<ul style="list-style-type: none"> Created a certificate in Legal Studies 	<ul style="list-style-type: none"> Offers a formalized learning pathway which will prepare students for the LSAT, law school, and the dense regulatory business world; this certificate will allow students to attain an interdisciplinary education that will set them on a path to success regardless of whether or not they ultimately pursue a career in law 	<ul style="list-style-type: none"> A surge in demand could lead to a need to hire part-time faculty.
<ul style="list-style-type: none"> Began participation in the USG FinTech Academy and now allow all FinTech courses to count as business electives and allow specific FinTech classes to count towards the minor in Finance and the minor in MIS. 	<ul style="list-style-type: none"> “Encouraged” by the USG to participate. Online FinTech classes allow students options in an intersection area of finance and technology that GC does not offer. 	<ul style="list-style-type: none"> GC does not get full tuition dollars from FinTech classes. Summer enrollment profits do not benefit any department’s faculty development funding.

Graduate Curricula Revisions	Associated Rationale	Resource Implications
<ul style="list-style-type: none"> Teaching out the face-to-face MBA after the faculty voted to eliminate the program in spring 2016. 	<ul style="list-style-type: none"> Low enrollments in face-to-face MBA programs. Resources are better used teaching undergraduate sections where demand is high. Cannot leave students without allowing them time to complete the program they started. 	<ul style="list-style-type: none"> Have to pay faculty to teach required summer courses and use permanent faculty or pay part-time faculty to cover fall/spring sections. Cost ends when teach out is over.
<ul style="list-style-type: none"> Approval of the new GMAT/GRE test waiver policy for the MBA and MLSCM based on undergraduate GPA of 3.15 or higher and AACSB accredited schools. 	<ul style="list-style-type: none"> Other schools have implemented this. Not doing so puts us at a competitive disadvantage. This policy encourages our graduates to get their graduate degree from us. 	<ul style="list-style-type: none"> If students who enter do not do well then student may be kicked out of the program. Program may be perceived to be of less quality if entrance requirements are less.
<ul style="list-style-type: none"> Changed course descriptions, course requirements, course content, and faculty used for the MACC program allowing students more flexibility while ensuring SACS qualified faculty teach in the program. 	<ul style="list-style-type: none"> A knowledge of a coming faculty shortage for a couple of years makes it easier to cover the required classes while shortages exist. Allows students more flexibility while still meeting CPA exam requirements. 	<ul style="list-style-type: none"> None
<ul style="list-style-type: none"> Created three new MMIS certificates: IS Analytics, IS Auditing, and Web Developer. All three will be available beginning fall 2021. 	<ul style="list-style-type: none"> Encouraged to grow graduate programs by offering certificates 	<ul style="list-style-type: none"> Classes are already taught. If demand surges, part-time faculty will be needed to cover additional sections.