
“Curriculum Redesign for the Small, Liberal Arts Business Program: Tools for Enhancing Classroom and Student Learning Objectives”

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The principal objective of this article is to demonstrate examples of the tools and processes necessary for significant curricular redesign in a business program and, in particular, a business program at a small, liberal arts institution. This article describes the redesign of the business curriculum at Guilford College, a small liberal arts college in Greensboro, North Carolina, rooted in its Quaker history and values. Section one discusses using the institution’s mission, as it relates to ethical and/or religious foundations in Quakerism, as the beginning point for curricular redesign. The core sections of the article discuss how the Business Department faculty at Guilford College instituted an assessment process, evaluated and acted upon the assessment findings, and designed a challenging curriculum that expands student learning. The article discusses how Educational Testing Service (ETS) Business Field Test scores as well as departmental internal testing, in concert with the Accreditation Council for Business Schools and Programs (ACBSP) accreditation standards, provided the framework for data-driven curriculum design changes to improve student learning in the areas of quantitative analysis, information systems, international business, production and operations management, and business ethics. The final section summarizes action steps for implementing and ensuring continuous evaluation and improvement for a quality business program. In addition to the effective and engaging curriculum, this process guided Guilford College’s process for ACBSP accreditation. A quality business program strategically connected to the liberal arts mission of a small institution may provide a competitive advantage, as these institutions face increasing challenges.

Keywords: Curriculum Redesign, Business and the Liberal Arts, Assessment, Quaker Business, Accreditation for Undergraduate Business Programs

Disciplines of Interest: Business Administration, Management

INTRODUCTION

In the recently hailed book, *Academically Adrift*, Richard Arum and Josipa Roksa statistically demonstrate, using a five-year study of 4,000 bachelor degree students across the United States, that students are not significantly improving their critical thinking, complex reasoning, and writing skills during college. Of the various majors tested in the sample, business majors were found to have the lowest scores on the study's assessment scale and reported the lowest number of hours studying per week. [Arum and Roksa, 2011] The researchers' recommendations for institutional leaders were to emphasize learning and support ongoing assessment of both program quality and student learning outcomes. Their recommendations to faculty included ensuring academic rigor across programs and classes.

Beginning in January 2011, the Business Department at Guilford College—a small, liberal arts, Quaker college in Greensboro, North Carolina—took these recommendations to task by undertaking a significant business curriculum quality review and change. In connection with the strategic planning process at the college, the Business Department created an effective mission statement that reflected the Quaker values embedded within the liberal arts educational experience at Guilford College:

The mission of the Business Administration program is to equip future business leaders with both professional skills and a sense of integrity. The curriculum seeks to provide students with the knowledge, skills, and competencies they need to be successful in today's global business environment. The Quaker core values of integrity and stewardship will inform the study of business. In keeping with Guilford College's Quaker tradition of shaping education to address "all things civil and useful," this course of study represents a strong professional program integrated with the traditional liberal arts. [Guilford College Catalog, 2012–2014].

Informed by these values, curricular assessment and changes were the culmination of several years of analysis of student performance, discussions with other departments supporting the major, a campus-wide focus on assessment and quality enhancement, and for the pursuit of accreditation by ACBSP (Accreditation Council for Business Schools and Programs). This article will discuss both the process by which these changes were made and the new business curriculum that evolved from the process. Section one provides the context for the business program within the Quaker education model. Section two discusses the assessment process and findings, while section three discusses the curricular design process. The final section summarizes action steps for creating and implementing a quality business program. The goal of the article is to provide other business programs, especially those from small, liberal arts schools, with one possible step-by-step guide for assessing their programs and making significant curricular changes to improve student learning.

GUILFORD COLLEGE—QUAKER INFLUENCES ON BUSINESS PROGRAM

Founded in 1837 by the Religious Society of Friends, Guilford College, located in Greensboro, North Carolina, is the third-oldest coeducational institution in the United States. With approximately 2,300 students (about 60% are traditional-age college students and the remainder are adult students (over the age of 25)), the college honors its Quaker heritage as “a mode of life rooted in simplicity, one that highly regards the individual, peace, and social concern. It also has been a mode of inquiry, a search for truth by the individual sustained by the whole community of seekers.” [Guilford College Catalog, 2012–2014]. In addition to strong programs in the traditional liberal arts and natural sciences, the college offers opportunities for academic studies in professions including business, accounting, sport studies, justice and policy studies, and education studies. Approximately 50% of graduating students earn their degrees in these majors. The largest program at Guilford College is the business program, where students represent approximately 15% of the student body.

Quakers had a significant impact on business, and the business program at Guilford College seeks to instill students with Quaker values that will ground them ethically and professionally. Derived from Quaker testimonies, Guilford College has adopted the core values of community, diversity, equality, excellence, integrity, justice, and stewardship. Many of the world’s most successful capitalists were Quakers who lived their lives true to their values of integrity, simplicity, and stewardship.¹ They charged a fair price to everyone, provided a quality product, lived simply and honestly, and were good stewards of their bounty—reinvesting their profits in their business, improving working conditions for their employees, and contributing to the social welfare of their communities by providing schools, hospitals, libraries, etc. This “Quaker” model for capitalism provides a unique and valuable perspective for students of business at Guilford College.

ASSESSING THE CURRENT BUSINESS CURRICULUM

Acknowledge and Create Awareness

The first step involves acknowledging and creating awareness of the curricular issues. Although anecdotal evidence is not the basis for setting a plan into action, it generally leads to hypotheses for which one can generate evidence. Faculty in the business program at Guilford College believed that students were achieving certain learning outcomes effectively, including written and oral communication, critical thinking, and teamwork. They were concerned, however, about perceived deficiencies in certain areas, including global/international busi-

¹E.g., Lloyds of London, Barclays Bank, Cadburys, Wedgwood, Darbys Ironworks, Huntley and Palmers, Clarks, and Rowntrees. Windsor, D.B., *The Quaker Enterprise, Friends in Business* (Frederick Muller Limited, London, 1980).

ness topics, supply chain management, information systems, and ethics. Moreover, in many areas involving quantitative applications, such as accounting and finance, faculty hypothesized that the lack of basic quantitative skills (e.g., percentages, algebra, computations, and properties) contributed substantially to students' inability to demonstrate higher-level learning outcomes in these important areas. For example, based on the concern about how the lack of quantitative skills detracted from student learning outcomes in upper-level classes, the new faculty member in the department teaching financial management began noticing, testing, and tracking business math deficiencies in our majors. He developed a short quiz for the first day of class to test basic business math skills (prerequisite skills for the financial management course). After teaching several classes over several semesters, he recorded the results and shared them with the department. This was the initial stimulus for more in-depth curricular discussions about quantitative skills in particular, and the need for improved assessment in the business major to gather evidence and create awareness about these and other deficiencies.

Generate Student Assessment Data

In order to assess the source of additional and specific student deficiencies, the department chose to initiate standardized testing every semester in the business policy and strategy class, the capstone class for the business major. The Educational Testing Service (ETS) Major Field Test in Business was chosen as the general assessment tool due to its comprehensive coverage of all business topics (accounting, economics, management, quantitative analysis, finance, marketing, legal and social environment, information systems, and international issues). For each of these topics, ETS provides an approximate weight for the topic on the ETS field test and a detailed outline of the content assumed by the field test. For example, about 15% of the ETS test is allocated to management, with general topics including management principles, organizational behavior, operations management, and policy and strategy, each of which is further delineated into three or four subtopics. The ETS business field test allowed for comparisons with other business schools and provided detailed reporting options.² Table 1 summarizes the ETS data for fall 2010 through fall 2013 and indicates weaknesses throughout the curriculum, as well as the patterns of improvement as the new curriculum began to take effect in the fall of 2012.

The analysis of these data focused on the curriculum. The Business Department faculty agreed that the coverage and content of its curriculum should be aligned with the ETS field test topics list because the ETS field test was chosen as the primary external assessment vehicle for student learning. Acknowledging that other factors may influence ETS field test scores, such as lack of preparation

²Although the Business Department had administered the ETS exam sporadically over the past 15 years, it had not analyzed the results in order to inform curricular changes. In assessment terms, there was no "closing of the loop" between assessing, evaluating, implementing changes, and reassessing.

Table 1. ETS Bus MFT Summary Comparative Information for Guilford College

Normed ETS BUS MFT Scores (50=50th Percentile or Average)

	Fall/Spring 2010	Summer/Fall 2011	Spring 2012	Fall 2012	Spring 2013
	n = 32	n = 34	n = 35	n = 18	n = 36
Accounting	23	36	36	61	51
Economics	30	25	29	82	82
Management	23	36	47	57	65
Quant.Anal.	1	67	18	31	50
Finance	8	32	32	43	65
Marketing	18	37	29	17	64
Leg/Soc/Eth	68	82	25	91	95
Info Systems	36	55	18	65	71
International	15	15	29	75	88
Overall	n/a	37	27	53	71

on the part of the students in comparison to those at other institutions and lack of quality instruction in business courses, the faculty concluded that the curriculum was not adequate and was the variable most directly related to student learning outcomes. Overall indicators for students entering Guilford College are consistent with national averages. Three-quarters of first-year students entering in fall 2012 graduated in the top half of their class with an average grade point average of 3.23. The 25th and 75th percentile SAT (Scholastic Assessment Test) scores for reading, math, and reading averaged approximately 475 and 625, respectively. Students do not choose a major in their first year so that data for students who will graduate in the business program is not available. Similarly, based on course evaluation data, the quality of instruction in business courses is consistent with those for courses across the entire college curriculum. Another important reason for the focus on curriculum was that the standards for ACBSP accreditation required curricular coverage of certain “common professional components (CPC’s)” compatible with assessment using the ETS Major Field Test in Business. The ACBSP CPCs (Common Professional Components) are marketing, finance, accounting, management, legal environment, economics, business ethics, global dimensions of business, information systems, quantitative techniques, business policies, or integrating experience.

After several semesters of administering the exam and recording ETS results, patterns of student knowledge deficiencies, both large and small, were identified. Through an additional subscription service, detailed ETS reports were ordered in order to show not only general knowledge deficiencies but also topic-specific areas

Table 2. GLO-BUS Summary Comparative Information

From GLO-BUS Learning Assurance Reports					
Guilford College Percentile Ranking vs all U.S. Simulation Teams					
Over 12 Months (50 = 50th Percentile = Average)					
	Summer 2011	Fall 2011	Spring 2012	Fall 2012	Spring 2013
Leadership Skills	48	41	52	58	62
Collab & Teamwork	52	53	58	41	58
Financial Analysis	58	64	59	57	45
Financial Mgmt.	25	53	35	59	45
Operations Mgmt.	56	55	70	35	30
Marketing Mgmt.	43	52	57	39	33
HR Mgmt.	31	46	38	46	45
Strategic Anal & Planning	n/a	61	50	60	48
Overall	47	52	54	50	45

showing lower scores. For example, while students generally scored high in basic macroeconomic topics, there were lower scores in money and international-finance-related topics. Legal and social environment questions included several questions in the subject area of business ethics, for which our students were not academically prepared within the major. Also, students were scoring poorly on all questions involving mathematical calculations, regardless of the general topic area.

Realizing that the business major capstone class provided a laboratory for assessment of student learning, the professor assuming responsibility for the course in fall 2010 also incorporated an international simulation, GLO-BUS, used by nearly 200 business education programs. In the simulation, teams of students are challenged with running a company in a simulated marketplace alongside the competing companies of other student teams, all of which are competing for shares in different market segments. The students make decisions on product development, marketing, operations, and finance. When the teams complete their decisions, the computer simulates the results of the marketplace, and results are displayed through income statements, balance sheets, competitive analyses, and segment analyses. Teams are evaluated based on five factors; EPS (Earnings Per Share), ROE (Return on Equity), credit rating, stock prices, and image rating. GLO-BUS provides a learning assessment report that provides a percentile comparison between our students and students in the United States and in the world in the areas of leadership, collaboration and teamwork, financial analysis and management, operations management, marketing management, human resource management, strategy, and social responsibility. Table 2 summarizes those results, more favorable than the ETS scores but indicating weaknesses in financial management and human resource management.

In addition to the ETS and GLO-BUS assessments in the capstone course, the department has developed strategies to identify and assist students lacking necessary computer and quantitative skills. A basic computer literacy pretest was developed by department faculty for the required business and computers class and was administered on the first day of class. Students lacking required prerequisite skills were identified and encouraged to enroll in the very basic introduction to computers class.

DECIDE ON COURSE OF ACTION TO IMPROVE STUDENT LEARNING

With the ETS and GLO-BUS assessment data, senior faculty in the department began identifying weaknesses across the major, after which departmental discussions began to determine the appropriate core courses and expected learning outcomes.³ In conjunction with the assessment process, Guilford College made the decision to seek accreditation for its business program by ACBSP so that the accreditation process could provide the institutional and department impetus and strategic framework for substantial reform of the business program and improvement of student learning outcomes.⁴ ACBSP accreditation also would require a continuous focus on assessment and continuous quality improvement. The Business Department promoted the accreditation idea and process to senior administration in order to garner support and enthusiasm and made several presentations regarding the accreditation process at various senior-level administration meetings. Guilford College became a candidate for accreditation of its business program in May 2011 and was awarded accreditation in May 2014.

In setting content learning objectives, Guilford business faculty used two standards as guidelines: (1) ACBSP accreditation standards and (2) ETS business field exam topics. Faculty decided that instead of accepting the lower ETS test scores in certain areas because topics were not covered in the required classes, the major's course requirements would be changed in order to meet all ETS topics. In this way, students would receive a more comprehensive business education and be more prepared for graduate school and careers in business. ACBSP has specified the following common professional components (CPCs) for undergraduate business programs: functional areas of marketing, business finance, accounting, and management (including production and operations management, organizational behavior and human resources management); business environment, including

³While ETS is an excellent tool for assessment, the topics on which each student is tested may exceed the learning objectives of a particular business major program, especially for liberal arts schools that limit credit-hour requirements in the major in order to maintain a credit-hour balance with the liberal arts general education requirements. Thus, student scores in certain ETS topic areas will automatically be lower based on classes that may not be required for the major.

⁴In 2011, the Guilford business faculty began exploring accreditation options for the business program. It was decided that, based on the size of the school and program, Guilford would seek accreditation with the ACBSP because its primary focus is on schools that prioritize teaching excellence objectives (as opposed to a more heavy research emphasis required of AACSB-accredited institution).

legal environment of business, economics, business ethics and global dimensions of business; technical skills, including information systems and quantitative techniques/statistics; and integrative areas, including business policies or another comprehensive or integrating experience. These CPCs, consistent with ETS business field exam content areas, became the outline for Guilford’s new business curriculum.

CREATING A QUALITY ENHANCED BUSINESS CURRICULUM

Design and Gain Approvals for Curriculum Content

The decision-making process at Guilford College can be both tedious and time-consuming because it is committed to the Quaker consensus process. The consensus process honors everyone’s opinions, and its goal is for the group to arrive at an optimal decision by taking into account everyone’s point of view. Rather than voting and allowing the majority to rule or following a hierarchical institutional approval process, each group involved in the decision-making process must “reach consensus.” The process can be stopped at any point if any individual voices a principled objection and “stands in the way” of the group’s reaching consensus. In theory, and often in practice as well, the consensus process yields decisions that gain institutional support and “buy-in.”

In the case of the redesign of the business program, individuals involved in the process included not only the Business Department faculty, but faculty in the Accounting, Economics, and Mathematics Departments, who also teach required courses in the program. At Guilford College, as is true with many liberal arts business programs, courses for the business major are taught by departments outside the Business Department. At Guilford College, Accounting, Economics, and Math are all separate departments, and course scheduling and content in these topic areas are not controlled by the Business Department. Thus, cooperation and collegiality with fellow faculty, particularly in these departments, are critically important to creating a strong business program in a liberal arts school. The Business Department faculty began discussions with key faculty in these supporting departments as we were making decisions regarding course requirements, topic coverage, and prerequisites. To assist with the discussions, each of the separate departments—Accounting, Economics, and Mathematics—were provided the detailed ETS scores relevant to their subject area and the ETS list of topics, allowing the key faculty in those departments to see where business students have deficiencies in that subject area. During this process, some departments were open to addressing the topic area deficiencies. For example, the Economics Department was willing to enhance the microeconomics course to cover more business-related topics and examples and to enhance macroeconomics to cover more federal reserve and capital markets topics. Due to faculty availability, budget constraints, and differing curricular philosophies, however, the Mathematics Department was less willing to add a basic business math course for our students, and after much deliberation, it was decided that students in the business program would be required to take a business math and refresher course online (ALEKS® Business

Math) and demonstrate proficiency with a passing score on a proctored assessment. ALEKS® (Assessment and Learning in Knowledge Spaces) is an online learning program that uses research-based adaptive questioning to deliver individualized math instruction on the exact topics each student needs most.⁵

Based on the assessment results described above and the framework provided by the ACBSP accreditation process, after negotiating endorsements from these other faculty, the Business Department presented its curriculum proposal to the College Curriculum Committee, which includes administrators, faculty, and students. The proposal also explained how the revised program was consistent with the liberal arts philosophy of the college as well as with its Quaker values.

After a year long process, the Business Administration program at Guilford adopted three new course requirements in the major (management information systems, international business, and production and decision sciences), as well as enhanced prerequisites, especially in applied business math and algebra. Based on conversations with ACBSP and deficiencies identified in the area of business ethics, as well as the obvious connection to Guilford College's Quaker heritage, the department subsequently proposed that business majors be required to fulfill one of their senior-level interdisciplinary general education curricular requirements on the topic of business ethics. The Guilford College general education curriculum requires all students to take a senior-level interdisciplinary capstone class consistent with their interests and program of study. This additional requirement also was approved by the College Curriculum Committee. Table 3 shows Guilford's courses before and after the change in course requirements and learning objectives.

Decide on Course Content

After core courses to address curricular content and learning outcomes had been decided, discussions shifted to the content, challenge, and quality of the courses both new and existing in the major. In order to cover all of the topics deemed crucial to our learning outcomes and objectives, it became necessary to evaluate all of the core course syllabi and make topic, assignment, and sometimes course description changes where necessary. At this stage, curriculum development becomes a building process by which topics, learning objectives, and assignments at lower-level classes are enhanced to better prepare students for 300- and 400-level courses, and the expectations and standards at the 300- and 400-level can be raised. An example of these coordinated topics is the introduction of basic financial calculations using the computer in the computers and management course (BUS 241), followed later by more advanced computer-based financial calculations in financial management (BUS 332), and integration of this knowledge into the 400-level policy and strategy capstone class.

⁵ALEKS® provided an online business math course covering the topics of integers, rational numbers, percentages and proportions, basic algebraic operations, linear equations, functions and graphs, financial mathematics, and basic statistics.

Table 3. An Overview of the Guilford Business Curriculum Requirement Changes

Curriculum Prior to Changes (48 Credit Hours – 12 Courses)	New Curriculum (60 Credit Hours – 14 Courses)
	ALEKS® Business Math Refresher and Test (recommended during first year and prerequisite for Bus 332 and Bus 347)
Math 112: Statistics	Math 112: Statistics
Acct 201: Introduction to Accounting	Acct 201: Introduction to Accounting
Acct 311: Cost Accounting	Acct 311: Cost Accounting
Econ 221: Macroeconomic Principles	Econ 221: Macroeconomic Principles
Econ 222: Microeconomic Principles	Econ 222: Microeconomic Principles
Bus 215: Business Law	Bus 215: Business Law and Environment
Bus 241: Computers & Management	Bus 241: Computers and Management
	Bus 243: Management Information Systems
	Bus 246: International Business Management
Bus 249: Principles of Management	Bus 249: Principles of Management
Bus 324: Principles of Marketing	Bus 324: Marketing Management
Bus 332: Financial Management	Bus 332: Financial Management
Bus 300/400 Elective	Bus 347: Production & Decision Sciences
Bus 449: Business Policy and Strategy	Bus 449: Business Policy and Strategy
General Education Requirement IDS 400-level class (topic is elective)	IDS 402 Business Ethics or IDS 417 Ethics of Capitalism

Related to course content is the decision about assessments and prerequisites that are necessary in order to assure that students can be successful in the classes required for the major. For example, in order to address the basic business math deficiency first identified by the finance professor, the Business Department incorporated the business math refresher and assessment (ALEKS®) as described above. As a prerequisite to upper-level classes under the new curriculum, students must demonstrate basic computer and quantitative literacy. Students can demonstrate their quantitative proficiency with a 75% pass rate on the ALEKS® assessment. Many adult students who have not taken a math course for several years need a refresher; other students feel insecure about their math skills and need to build their confidence as they develop their business skills. ALEKS® provides students the option to learn and practice math skills online at their own pace, after which they complete a proctored assessment (repeating the process if necessary in order to achieve the requisite 75% score). To provide further support, the Business Department has also developed a “hybrid” class for credit so that students can attend class for help and support while working through ALEKS®

**Table 4. GUILFORD COLLEGE ALEKS® Business Math Scores, 2012–13
(n = 60)**

	Avg	Min	Max
Initial Assessment	41.9	2.0	84.0
Final Assessment	73.3	28.0	98.0

online. Approximately 60 students have completed ALEKS® since the new curriculum was adopted, and the results are impressive. The data in Table 4 indicates that students on average have increased their quantitative proficiency by 75%, from a low-than-expected score of 42% to an average of 73%. These students achieved this level of proficiency after spending a higher-than-expected average of 32.8 hours online.

Create Common Syllabi and Assign Lead Faculty

As with many business departments, part-time faculty are needed to teach many of the course sections offered each semester, especially at the 100 and 200 level. In order to maintain the increased level of challenge and topic progression now embedded in the business curriculum and also to comply with ACBSP standards, common syllabi were needed for courses where multiple sections were offered and part-time faculty were utilized. To initiate this process, tenured and tenure-track lead faculty were assigned to each core course to ensure that a comprehensive and challenging syllabus was created and that all sections covered the required learning outcomes. While instructors are encouraged to utilize their own examples and teaching style in their classes, the basic content and topic coverage for each course is established.

ENSURING QUALITY IMPROVEMENT

Achieve and Maintain Accreditation

ACBSP standards provide the framework for maintaining and continuing to improve the quality of the business program at Guilford College. These standards include leadership, strategic planning, student and stakeholder focus, measurement and analysis of student learning and performance, faculty and staff focus, and educational and business process management. Although separate accreditation for the business program is not absolutely necessary for ensuring quality improvement, attention to these standards is critical. In particular, assessment of student learning and performance across the curriculum in conjunction with a strategic plan that addresses relationships with all the program's stakeholders provide the compass for continuous quality improvement.

Table 5. Checklist for Curriculum Redesign and Enhanced Student Learning

Preliminary Step	Ensure alignment of Program Mission Statement and Learning Outcomes with Institution’s Mission
Step One	Acknowledge and create awareness of deficiencies, preferably with specific data from quizzes and exams.
Step Two	Gather larger scale assessment data using a standardized exam in order to pinpoint weaknesses in student learning. Given over time, these exams will provide for benchmark data comparisons in student performance.
Step Three	Review Assessment Data and Decide on Course of Action to Improve Student Learning (Consider Accreditation Process). Assess course content and adequate coverage of the topics as well as faculty academic qualifications to teach the topics.
Step Four	Design, Gain Approvals for, and Implement Curriculum; Garner support from related departments and liberal arts proponents.
Step Five	Decide on course content and redesign syllabi to add appropriate depth, challenge, and coverage in each subject area. Assign a lead faculty to each subject area. Add prerequisites, tools and assessments where needed to enhance student learning.
Step Six	Incorporate methods for continuous assessment and improvement, consistent with strategic planning process and goals.
Step Seven	Seek/maintain accreditation as desired. Garner senior administrative support for this process.
Step Eight	Hire academically qualified faculty in each subject or topic area.

Recruit and Develop Academically Qualified Faculty

While creating a challenging business curriculum can be a time consuming and detailed process, *maintaining* the quality of that curriculum can become even more difficult without the support of “academically qualified faculty” in each subject area. ACBSP accreditation standards require that at least 80% of undergraduate credit hours in business be taught by “academically qualified faculty.”⁶ Only qualified faculty can add the depth and detail of coverage necessary to promote exceptional up-to-date curriculum and syllabi design. For budget reasons, many schools, particularly smaller schools that lack the budget for an

⁶The ACBSP provides a detailed definition for the term “academically qualified,” including doctorate degrees in business with expertise in the area of teaching responsibility but also providing for J.D. with a business-related master’s degree in the area of teaching responsibility or even allowing out-of-field doctorates that demonstrate content knowledge, teaching effectiveness, and scholarly productivity or successful professional practice. ACBSP, “Standards and Criteria for Demonstrating Excellent, Baccalaureate/Graduate Degree Schools and Programs”, Original December 2010, Revision C, December 2011.

abundant and unlimited supply of tenure-track appointments, depend upon adjunct and/or part-time faculty to teach courses. For these schools, particularly those that are also seeking accreditation, it becomes important to have academically qualified faculty in each of the subject areas required for the major. The support of senior-level administration becomes critical as faculty searches and appointments are made. When tenure track positions in a subject area might not be possible due to budget constraints, hiring full-time faculty with a J.D. or out-of-field doctorate and professional experience and training in that subject might provide an alternative.

SUMMARY CHECKLIST

To help initiate the curriculum review process, Table 5 provides a checklist of the steps toward curriculum redesign, particularly applicable for the small liberal arts business program.

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