



MG

# UNIVERSITY OF FLORIDA

COLLEGE OF BUSINESS ADMINISTRATION  
GRADUATE SCHOOL OF BUSINESS  
FISHER SCHOOL OF ACCOUNTING  
JOHN KRAFT, DEAN

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GENERAL FACULTY MEETING  
Friday, March 29, 1991  
2:00 - 4:00 p.m., 102 BUS  
AGENDA

1. Minutes from the February 15, 1991, Faculty Meeting
2. Committee Nominations
  - a) Promotion and Tenure Committee (3-year term)
    - Vacancies will be filled from FIN, and FSOA
    - One member will be elected by secret ballot from those nominated
      - 1) Nominations should be made by tenure track faculty
      - 2) Nominees must be eligible tenured full professors
    - One member will be appointed by the Dean
  - b) Research Committee (2-year term)
    - Vacancies (terms expired) - MKG, FIN and MAN department(s);  
Vacancies (resignation) - DIS
    - Two members will be elected by secret ballot from those nominated;  
Two members will be appointed by the Dean;
  - c) University Senate Elected Representatives (2-year term)
    - One member will be elected by secret ballot
    - Solicited nominations will be added to the names provided by the Nominating Committee
      - 1) Nominations should be made only by Assistant and Assoc. Prof.
      - 2) Nominees must be at Assistant and Associate levels
3. Election of Faculty Parliamentarian
4. Student Evaluation Teaching Committee - Miles Livingston  
(New Student Evaluation Form) handouts available at meeting
5. Information Resources Committee - Larry Kenny
6. Graduate Committee - Rich Romano
7. General Education Proposal (Attachment 1) - Andy McCollough
8. Information Item: Dean's Seminar (Attachment 2) - David Nye
9. Announcements and other business

PROMOTION AND TENURE COMMITTEE

Membership

6 members - tenured full professors except academic unit heads  
3 elected by the faculty  
3 appointed by the Dean  
with at least 1 member from each academic unit

Nominations may be made by any tenure-track faculty member at the  
general college faculty meeting.

Only permanent faculty in tenure-track positions are eligible to vote.  
Voting will be by secret ballot.

Chair

Faculty member appointed by the Dean

Secretary

Elected by the committee.

Term of membership

3-year terms, to be staggered.  
each year

1 elected

1 appointed

No more than 2 consecutive terms, otherwise, eligible for  
service at any time.

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1990-91/91-92/92-93

R. Lutz (elected) - MKG

H. Tosi (appointed) - MAN

1990-91/91-92

H. Benson (appointed) - DIS

1989-90/90-91/91-92

S. Berg (elected) - ECO

UNIVERSITY OF FLORIDA

(Attachment 1)

Office of the Provost  
and Vice President for Academic Affairs



235 Tigert Hall  
Gainesville, Florida 32611-2073

March 18, 1991

MEMORANDUM

TO: Academic Deans

FROM: Andrew A. Sorensen, Provost *AAS*

Enclosed is the most recent draft of the General Education Council's proposal for a General Education requirement. This will be distributed shortly to all members of the University Senate and voted on at the April meeting of the Senate.

I would appreciate it if you would circulate this proposal to all your faculty members and discuss its contents with them. If this proposal is adopted by the Senate, I am especially concerned that each College will be able to offer enough seats in relevant courses so that we will be able to accommodate all students who will enroll in the various courses that satisfy these distributional requirements. This is especially critical for the courses listed under the category, "International Studies and Diversity."

In the near future, we need to discuss the anticipated effect on course enrollment.

AAS/ltb

Enclosure

cc: Dr. David Colburn

MAR 20 1991

March 10, 1991

**A PROPOSAL FOR REFORMING THE GENERAL EDUCATION PROGRAM AT  
THE UNIVERSITY OF FLORIDA**

**I. BACKGROUND AND OVERVIEW**

In October 1988, then Provost Robert A. Bryan met with the newly appointed members of the Council on General Education and charged them with reexamining the University of Florida's General Education program because of concerns expressed by faculty and students and because of his interest in having the University familiarize itself with the national discussion about general education. Characterizing the present program in the humanities and social sciences, in particular, as one of the worst examples of general education that he had encountered and as being practically unenforceable, Dr. Bryan expressed his belief that the University should be able to provide its students with a more rational and coherent general education program. He encouraged the Council to proceed carefully in its review of general education and said that he thought the process would take approximately two years to complete before gaining faculty and administrative approval.

Because none of the members of the Council claimed to be an expert in the area of general education, we spent much of the first year reviewing the extensive literature in this expanding sub-field of higher education. The reading included the reports of the National Endowment for the Humanities, the Carnegie Commission on Higher Education, the Department of Education, and the Education Commission of the States as well as books by Allan Bloom, E. D. Hirsch, and several others. We also wrote approximately twenty-five liberal arts colleges and public and private universities that had revised their programs during the past five years and requested copies of their general education programs and reports. What we have learned from this review process is perhaps obvious, everyone has an idea on this subject, but no one seems to know with any precision what works and what ought to be the goals of a general education program for the 21st century. It is also obvious that certain programs work well in a small college environment, while others work best in a large, multifaceted university. Essentially, most small colleges have maintained or adopted very structured core programs, like those at Chicago or Columbia, while the large, research universities have implemented general education programs that require certain areas of study but provide students with considerable flexibility within those areas. What may surprise many familiar with our own history is that several universities have recently proposed the establishment of a University College (or some structure like it which we abandoned in 1978) to oversee the general education requirements.

The Council has continued its educational efforts by meeting with the Council of Deans, interviewing several deans and departmental chairs independently, and talking to various individual faculty and faculty forums. This process has been time consuming but exceedingly useful in helping us understand the complexities involved in reforming general education at an institution as diverse as the University of Florida and in speaking to the needs and concerns of students and faculty. One general comment that has persisted throughout is that our present program is, as Dr. Bryan observed, unstructured and unenforceable. Virtually no faculty, student, or administrator supported retention of the present program.

It is worth emphasizing that the Council has acted as a university committee throughout this process and has sought to develop a general education program that serves the needs of all students. The Council has also attempted to include as many colleges and departments in the general education proposal as is possible. We believe that all faculty should share in the general education process and all have something significant to offer the University's undergraduates.

From the outset, the Council realized that it would be difficult to satisfy all the constituencies that have a stake in general education at the state level and at the University of Florida. It was the view of the members that it would be very difficult to try and address the many bureaucratic regulations (such as the Gordon Rule, the articulation agreement between the University and the Community Colleges, Advanced Placement and CLEP credit, etc.) that interject themselves on undergraduate education and still develop a meaningful reform proposal. Rather than address these issues in every proposal, we chose to ignore them in the short-term and address them only after we reached a consensus with the faculty, students, and administrators on a new General Education Program. Moreover, these regulations do not offer serious academic or intellectual restraints in developing a new program.

Very early in their deliberations the Council members agreed that they should focus on the students and provide them with a general education experience that would prepare them as citizens and empower them as leaders in a diverse and yet an increasingly interconnected world. Meeting every two weeks in the early stages of its review, the Council discussed the readings and reports with one another and with deans, chairs, and faculty. Agreement was reached to divide into three subgroups and to begin discussions about what a revised program might look like.

In the course of these subgroup discussions, three separate general education proposals were developed, two of which spoke to the needs of all students and a third which sought to address the interests of a highly select group of students. These proposals were shared with a wide variety of faculty and administrative groups, and the Council received numerous suggestions. The proposals were then reexamined by the full Council in light of these comments and suggestions. The members subsequently agreed to meet again

in smaller subgroups to reexamine all three proposals. The membership of the subgroups was changed so that faculty and students did not become advocates of one particular proposal. Each of the subgroups was asked to examine pertinent national reforms in their areas once again and were assigned to review the strengths and weaknesses of only one of the general education proposals. The subgroups also talked again to faculty and administrators about the proposal that they were reexamining. This process took two months after which the Council met again as a whole, reviewed each of the revised proposals, and reached consensus on one proposal for the University's undergraduates.

During the course of its deliberations, the Council recognized that the present general education program was hampered by high student:faculty ratios. Florida is very much like most public universities where such ratios average 20:1 and higher. But the issue at our University is not just class ratios. Most faculty do not believe that teaching excellence and curricular development will be rewarded nearly as much as research and publication; and they are right. Faculty throughout campus have been reluctant to teach introductory courses or to introduce new courses because they believe such activities will cost them valuable time, money, and prestige.

None of these problems are unique to Florida, but these issues have to be addressed if we are to have a meaningful and worthwhile general education experience. The Council does not wish to change the faculty commitment to research but it does wish to elevate teaching to an equal plane. If we do not, no amount of educational reform will enhance our general education program for students.

## II. PROPOSAL

There is no widely shared conception of a University of Florida general education at present, and this Council is not persuaded that there should be one. Certainly a university of this great scope and diversity does itself a disservice by emphasizing a monolithic approach to general education. What the Council members have sought to do is marry its human and material resources with the needs and interests of its undergraduates to provide the best educational experience possible.

This proposal divides general education into seven areas of learning in an effort to provide students with a basic grounding in areas we consider essential for a well educated person. This proposal seeks to provide students with an academic and intellectual foundation that will make them mindful of the past and prepare them for the 21st century. It also takes into consideration the fact that the University of Florida is a very diverse, public research university, with twenty colleges and schools.

As constituted, the proposal attempts to provide a balance between structure and freedom. Students are restricted to certain areas in fulfilling the requirements, but they can elect courses within these areas from several disciplines and across the curriculum from introductory or 1000 level classes to advanced or 4000 level classes (depending on their academic background, departmental prerequisites, and consultation with an academic adviser).

The Council strongly recommends that the general education program be divided into the following seven areas and that the requirements for general education be increased from 39 credits to a maximum of 45 credits so that an international and diversity component can be added to the curriculum. This proposal permits students, at the discretion of College faculty, to satisfy two requirements at once by taking courses under the International Studies and Diversity Requirement (6 credits) that may also apply to requirements in areas 2, 3, and 5 (Literature and the Arts, Historical and Philosophical Studies, and Social Sciences.) This is a policy that the Council would prefer not to recommend. The members generally do not believe this policy is in the best interests of students and the general education program. Nevertheless, it does recognize that requirements in one or two professional colleges make it virtually impossible for students to graduate in four years, and the addition of six additional credits in general education would certainly extend graduation for these students to a fifth year and perhaps beyond unless this provision were added.

The Council strongly recommends that the requirements in areas 2, 3, 4, 5, and 7 (whenever possible) be organized into a thematic whole so that the general education program will provide students with a focused and coherent educational experience. The Council asks that all faculty and particularly those in the humanities and social sciences assume primary responsibility for preparing "model" thematic programs that could be offered to students. Since these model programs will require close interaction between students and academic advisers, the Council urges the administration to continue efforts to improve the advising program.

Thematically organized General Education programs ultimately require careful planning and supervision at the College level. College faculties are encouraged to submit proposals to the Council on General Education through their College Curriculum Committees for inclusion in the thematic offerings. Such proposals must meet the following guidelines: 1) each proposal must indicate that it conforms to the educational aims and goals of General Education at the University of Florida; 2) each College must certify that counseling and auditing facilities are in place to provide for the adequate administration of the programs and advisement for students; 3) the proposals are subject to approval and review by the Council on General Education.

### III. RATIONALE FOR COMPONENTS OF THE GENERAL EDUCATION PROPOSAL

The Council recognizes that most disciplinary boundaries are artificial in today's world of interdisciplinary research and teaching, but it also believes that students need to develop an intellectual foundation in certain areas of knowledge before engaging in interdisciplinary inquiry. The following components are offered to assist students in developing a fundamental understanding of their society and the world around them. Within this context and in addition to the requirements specified in the seven categories below, the Council recommends that students make every effort to familiarize themselves with environmental issues and concerns so that they will be better able to address these critical problems facing our world.

The following describes the Council's rationale for each general education category:

1. To assist students in developing skills in writing, reasoning, and arguing clearly and coherently, the Council proposes that students be required to complete two composition courses. The Council also recommends that colleges require their majors to take a third composition course or a writing across the curriculum program in upper division that is specifically designed to assist them in further developing these skills. During the course of our study, faculty repeatedly expressed concern about the inadequate writing skills of our students and asked that the University pursue this issue with special vigor. The ability of students to read and think critically is essential to the acquisition of knowledge and to the development of the student as a productive member of society. Writing is a central mode of thinking because it involves making choices and ordering these choices effectively. The Council believes it is important that this not be just a lower division experience for students in the University but that they build upon these two composition courses by taking an advanced composition course or an advanced writing course in their major in their junior or senior years. Courses chosen to meet this requirement cannot also be used to satisfy the Literature and Arts, Historical and Philosophical Studies, or Social Sciences requirements.

2. The Literature and the Arts requirement asks students to familiarize themselves with various forms of human and artistic endeavors. Through this intellectual experience, students can gain an appreciation of themselves and the cultural and artistic values of others. Two courses from the areas of architecture, art, classics, literature, music, and theater are required.

3. The Historical and Philosophical Studies requirement explores the nature of reason and intuition and encourages students to think critically about the past and about traditions and values that shape and have shaped our world. It also requires students to address moral and ethical issues and to examine the evolution of science, society and culture. Through the perspective of historical and philosophical study, students are asked to think and reflect upon their world



and to avoid becoming captives of their age and of ignorance. Students are expected to take two courses with a historical or philosophical thrust or a mix of both.

4. Responding in part to the faculty review of the University's International Programs in the spring of 1989 and to the call for greater understanding of cultural, race, ethnic, and gender differences, the members of the Council recommend that students be introduced to the diversity of the world around them through the General Education program. The Council recognizes that, besides the basic skills and disciplinary divisions of knowledge, there are other contexts of knowing: e.g., language, nation, gender, culture, race, ethnicity, and class. During the course of the campus-wide review of international programs at the University of Florida, faculty frequently expressed concern about the international illiteracy of our students and the need for them to be better informed in this age of global political, economic, environmental, and health problems. This requirement seeks to make students aware that the United States is part of a world community; to provide them with concepts, skills, and values by which they can understand the significance and impact of global events; and to help them develop an appreciation for diversity within the world community through the study of nations, gender, culture, race, ethnicity, and class. Students are asked to take two semesters of a foreign language or two courses that focus on an area of the world outside the United States or on gender, culture, race, ethnicity, or class diversity. Because courses in this area of study fall within so many programs and departments, the Council asks that the Registrar code these courses so that students can readily identify the classes they may take to meet this requirement. (This requirement cannot be exempted by meeting the State foreign language requirement for admission into the University.)

5. The Social Sciences requirement offers students the opportunity to explore the evolution of human behavior in a social context, to analyze the structure of societies, culture, and institutions, and to assess the processes by which individuals, groups, and governments allocate resources. By encouraging students to understand the methods of this field of inquiry, it will assist them in comprehending how societies function and how they influence and shape our lives. Students are asked to take two courses in this area.

6. As with the Composition requirement, the Mathematical Sciences are considered to be a fundamental area in which students come to understand such concepts as logic, inductive and deductive reasoning, and abstract and quantitative ideas. The Mathematical Sciences also assists students in reasoning critically, thinking creatively, assessing evidence, and forming conclusions based on evidence. Students are asked to take at least one mathematics course and a second course in mathematics, statistics, logic, or computer and information sciences.

7. The Natural Science requirement offers students an introduction to scientific inquiry and the scientific method. Developments in the sciences and in technology have profoundly affected changes in knowledge, understanding of

the material universe, and the direction of our society. By introducing students to the basic concepts of science, this requirement seeks to make them thoughtful observers of scientific developments and their impact on society and the environment. Students are asked to take three courses in the physical and biological sciences and are encouraged to take a laboratory course.

Requirements 6 and 7 include the study of pure science (e.g. physics, chemistry, and calculus) and their technological applications (e.g. nuclear energy, environmental science, and computer theory). Students are encouraged to pursue a balanced program of pure and applied sciences, where possible, to complete these two area requirements.

#### IV. SPECIFIC AREA AND CREDIT REQUIREMENTS

<u>Areas:</u>	<u>Credits</u>
<p>1. Composition            (A minimum of two courses. The Council also urges Colleges to require students to take a third composition course or a writing across the curriculum program in upper division.)</p>	6
<p>2. Literature and the Arts            (The study of literature and the arts. Courses may be taken in Architecture, Art, Classics, Literature, Music, Theater plus any course in Foreign Literatures. Studio courses may not be included.)</p>	6
<p>3. Historical and Philosophical Studies            (The analytical and historical study of politics, culture, philosophy, science, and religion. Courses may be taken in History, Philosophy, Political Science [Political Theory-POT], and Religion.)</p>	6

4. **International Studies and Diversity** 6  
(An introduction to international studies and diversity through courses focusing on foreign languages, other nations or cultures, or on race, ethnicity, or gender. One may choose from a wide variety of courses in departments at UF or through designated overseas programs. Students who choose the language option are encouraged to take the entire six credits in that language.)
5. **Social Sciences** 6  
(The empirical study of social processes and structures. Courses may be taken in Anthropology, Criminology and Law, Economics, Geography, Political Science, Psychology, and Sociology.)
6. **Mathematical Sciences** 6  
(An introduction to quantitative analysis and analytical reasoning. Courses may be taken in Mathematics [except MAE 3810], Statistics, Philosophy [PHI 2100 only], and Computer and Information Sciences [except COC 3400 or CRM 4121], with a minimum of 3 credits in Mathematics.)
7. **Physical and Biological Sciences -** 9  
(An introduction to the scientific method and scientific inquiry through the Physical and Biological sciences. Courses may be taken in Agronomy, Astronomy, Botany, Biological Sciences, Chemistry, Entomology, Environmental Engineering Sciences, Food Science and

Human Nutrition, Forestry, Geology, Physical Geography, Microbiology & Cell Science, Physical Anthropology, Physics, Plant Pathology, Psychology [PSB only], Wildlife & Range Science, and Zoology. Students should take 6 credits in one area and 3 in the other.)

**TOTAL CREDIT REQUIREMENTS:**

**45\***

\*Courses in General Education may be taken from the 1000 to 4000 levels. Students should check with an adviser and should check courses at the advanced level for prerequisites.

**V. SOME FINAL OBSERVATIONS**

1. In addition to developing a General Education proposal that is intellectually defensible and that offers our students suitable academic preparation for the 21st century, the Council has made every effort to make the proposal as clearcut as possible so that students can read the requirements and quickly understand what they are being asked to do. The members urge the administration to prepare a booklet detailing the General Education program that would be sent to all students after they have been accepted to the University of Florida. The students would then have the opportunity to think about and plan a General Education program in advance.

2. The Council further urges the University to continue efforts to enhance undergraduate advising so that our students may truly benefit from this proposal.

3. Courses for General Education should be designated under the departmental course listings in the Undergraduate Catalogue. A system of abbreviations indicating which requirements they fulfill should be adopted. Such systems are now used at many universities and colleges.

4. The Council recommends that CLEP credit not be used to exempt any of the General Education requirements (AP and International Baccalaureate credit should, we believe, be acceptable).

5. The Council encourages Colleges to develop distribution requirements for the upper division that will build on this General Education foundation.

6. The Council members offer this proposal with the realization that it is far from perfect. It is our view, nevertheless, that this proposal offers all our students a much more coherent and rational General Education experience than what is presently available to them and one that is consistent with general education reforms adopted at other large, research universities. Moreover, the thematic concept gives faculty and students an opportunity to develop a program that could provide genuine reform and greater coherence to the entire general education process.

7. The Council recommends that all colleges follow this open format which allows students to take courses in any area from the 1000 to the 4000 level. If a college should decide to specify certain specific courses for completion in one or two areas, the college is expected to obtain the approval of the Council on General Education and the Provost's Office before implementing any such changes.

8. Upon approval of this General Education proposal, the Council will ask departments that are specified on pages 7, 8, and 9 of this document to indicate what courses should and should not be included in the revised General Education program. It is anticipated that all courses that are presently on the general education list will be included in the revised general education program. Departments or colleges that wish to propose new courses for the revised general education program should submit such courses through their College Curriculum Committees to the Council on General Education.

9. The Council will continue to function as the final arbiter of courses that are to be included in the General Education program. The members of the Council, however, have sought to make this proposal much more responsive to diversity of faculty and collegiate strengths that exist on this campus, and they look to the Colleges and Departments to take a more active role in this process.

10. The Council urges the University to charge the Council with reviewing this program, if adopted, in three years to determine if it is achieving the goals set forth and if students are being provided with a reasonably coherent and informative general education experience.

**VI. BIBLIOGRAPHY**

The following includes a brief review of some of books and reports that were examined by members of the Council.

Boyer, Ernest L. College: The Undergraduate Experience in America

Bennett, William J. To Reclaim a Legacy

Bloom, Allan Closing of the American Mind

Cheney, Lynne V. 50 Hours: A Core Curriculum for College Students

Hirsch, E.D. Cultural Literacy

Integrity in the College Curriculum: A Report to the Academic Community.  
Association of American College

Time for Results: The Governors' 1991 Report on Education. National  
Governors' Association

Undergraduate Curriculum and Course Development in Engineering,  
Mathematics and the Sciences. National Science Foundation

**Others**

Reports on General Education and Core Curricular from several universities, including, Berkeley, Brown, Chicago, Columbia, Harvard, Haverford, Michigan, Minnesota, North Carolina, Oberlin, Ohio State, Stanford, Texas, UCLA, Virginia, and Washington among others.

**MEMBERS OF THE COUNCIL ON GENERAL EDUCATION:**

**Merle Battiste, College of Liberal Arts and Sciences**  
**Jane Brockmann, College of Liberal Arts and Sciences**  
**Austin Creel, College of Liberal Arts and Sciences**  
**Barry Currier, College of Law**  
**Sheila Dickison, College of Liberal Arts and Sciences**  
**Margaret Early, College of Education**  
**Martin Eisenberg, College of Engineering**  
**Lawrence Harris, College of Agriculture**  
**Ralph Johnson, College of Architecture**  
**Sandra Kramer, College of Business Administration**  
**John Leavey, Jr., College of Liberal Arts and Sciences**  
**Lawrence Libby, College of Agriculture**  
**Wayne Losano, College of Liberal Arts and Sciences**  
**William McCollough, College of Business Administration**  
**James McCurdy, Student Representative**  
**Knox Millsaps (deceased), College of Engineering**  
**Matthew Posgay, Student Representative**  
**Lucy Elizabeth Seiberling, College of Liberal Arts and Sciences**  
**Lawrence Severy, College of Liberal Arts and Sciences**  
**Jill Varnes, College of Health and Human Performance**  
**Jeaninne Webb, Office of Instructional Resources**  
**David R. Colburn, Chair, College of Liberal Arts and Sciences 3/0/91**

***PROPOSAL***

The College of Business will offer a one-credit course to be known as the **Dean's Seminar** and to be taken no later than a student's first semester in the College.

***PURPOSE***

- > To provide a comprehensive and systematic orientation to many aspects of the College such as curriculum structure, majors, teaching methods.
- > To provide assistance in career planning, counselling and academic advisement.
- > To provide students with an opportunity to hear from leaders in business, academics and government on important topics of the day such as ethics and globalization.

***STAFFING***

Speakers will be drawn primarily from College administrators and outside organizations although participation by faculty members would be welcomed. (Please see the attached sample course outline)

***FORMAT***

One "live" section of about 40 to 60 students followed by TV replay if needed.

***GRADING***

Grading would be on an S/U basis and would be based upon attendance.



**SUBJECT MATTER** (*This list is randomly arranged and has benefitted from the input of Dean Kraft, Dean McCollough, Dean Tapley and the student Business Advisory Council. Additional suggestions are welcome.*)

- > *Overview of the College: history, rules, procedures, advisement*
- > *Discussion of majors*
- > *Career Resource Center*
- > *Career opportunities; job search techniques*
- > *MBA and PhD programs*
- > *Student organizations*
- > *Library facilities and their use*
- > *University computer facilities and their use*
- > *Development and Alumni support*

### **IMPLEMENTATION**

A pilot course would be offered during the 1991-1992 academic year on an elective basis. The program would be evaluated at the end of the academic year to determine if it should be continued, amended or dropped. If the program is successful, a proposal to formally adopt the course would be brought before the faculty for its approval.

### **ADMINISTRATION**

Responsibility for handling all aspects of the course (except curriculum) will reside in the Dean's office. Curriculum content will be determined by the Undergraduate Committee in consultation with the Dean.

Proposed Course

Prefix and Number: GEB \_\_\_\_

Course Title: Dean's Seminar

Prerequisite: Admission to the College of Business Administration

Hours: 1

Other: Grading on S/U basis only

Description

This course will be required of all students newly admitted to the College of Business Administration and must be taken no later than their first term in the College. It will use a TV-replay format with multiple sections to allow students to incorporate it into their schedules. The main purpose of the course is to allow the college to inform and prepare the students so that they can make the most of their time in the college.

Grading

Grading is only on an S/U basis and will be determined by the student's attendance. Student's will be allowed to miss one (1) class. Attendance will be determined as follows: (1) at the beginning of the class a form (machine readable) and coded for that day/section will be handed out by a teaching assistant, (2) students will fill out the form with their name and social security number, (3) forms will be collected by the teaching assistant as the students leave the room; accepting only one form per student and not accepting forms from students who leave early, and (4) the forms will then be electronically scanned and a record of the student's attendance will be compiled. Students who do not satisfactorily complete the course will be placed on College probation and will be given one more chance to successfully complete the course.

Topic Outline

<u>Week</u>	<u>Topic</u>
1	No class; drop/add
2	Introduction; purpose of the course; explanation of grading; discussion of the syllabus; justification of the curriculum. (Kraft)
3	Overview and history of the College; College budget (Kraft)
4	Academic Advisement; College rules and procedures. (Tapley)
5	Discussion of potential majors. (Blair/Crum/Koehler/Ray/Sawyer/Snowball)
6	Industry representatives to discuss career opportunities. (Various)
7	Career Resource Center and its activities (Shiflett)
8	Industry representatives to discuss job search techniques. (Various)
9	Library and computer facilities on campus. (McKay, Hale, or their representatives)
10	MBA program (DeKrey/Cumming)
11	PhD program (Lutz/McCollough)
12	Student organizations. (Organization Presidents)
13	Overview of Business Ethics. (James/McCollough)
14	Overview of internationalization. (Crum/Tosi/Dinopoulos)
15	Development and alumni support. (Fisher/Emerson)

Flexibility

The outline would be sufficiently flexible to take advantage of speaker opportunities. Thus, when significant speakers are on campus, a lecture/discussion can be taped and shown later as part of the Dean's seminar. For example, Ed Freeman, Director of Ethics Center at the University of Virginia, will be on campus during the last week in March. It would be appropriate to tape a lecture or panel discussion involving Mr. Freeman for replay in the Deans's Seminar.