GENERAL FACULTY MEETING
April 17, 1992 - BUS 102 - 2:00 p.m.
AGENDA

1. Minutes from the March 27, 1992, General Faculty meeting.

2. Election Results for College Committees - Andy McCollough

3. Undergraduate Committee:
   a) The Dean's Seminar (attachment 1) - Dave Nye
   b) Certificate in Global Business Studies (attachment 2)
   c) Curriculum changes: (attachment 3)
      - addition of FIN 3408 as the prerequisite for REE 3043, Real Estate Analysis
      - Addition of GEB 2931 - Business Seminar - as an elective course
   d) Report to the Faculty on the Undergraduate Curriculum - information item only open for discussion - to be voted on at a future meeting.

4. Other business
An experimental course is being offered by the College of Business Administration in 1991-92. The course provides a brief overview of the College, programs and activities important to the pursuit of a business degree. In addition to introducing the student to the College, the course covers personal development issues such as career planning, leadership, and enhancement of oral and written communication skills.

The method of instruction is similar to management development courses. The objective is to provide information that has immediate and long run utility to the students learning experience.

**Grading**
The grading will be on an S/U basis and will be based on attendance. The course meets 15 times during the semester. Students are required to attend and participate in at least 12 lectures.

**Assignments**
Attendance, specified readings, and participation in a limited number of special lectures and events.

**NOTE:** Career Expo will occur January 28 and 29.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>INSTRUCTOR</th>
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<tbody>
<tr>
<td>January 8</td>
<td>No Class</td>
<td>John Kraft</td>
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<tr>
<td>January 15</td>
<td>Introduction - overview of the course, and organizational structure of the College.</td>
<td>Barry Shiflett</td>
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<td>January 22</td>
<td>Career Planning career counseling, planning, goal setting, decision about graduate school, or law school versus seeking a job.</td>
<td>Barry Shiflett</td>
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<tr>
<td>January 29</td>
<td>Presentation Skills - overview of developing presentations, organization of the presentation, use of charts and graphics, discussion of presentation style and delivery. Extremely useful as a skill building tool for case courses and interviewing.</td>
<td>Steve DeKrey</td>
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<td>February 5</td>
<td>Job Search - an overview of the job search process, planning the search process, the resources available in the University, and Career Expo.</td>
<td>Barry Shiflett</td>
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<tr>
<td>February 12</td>
<td>Interviewing - resume preparation, interview scheduling, interview techniques, mock interviews, site visits, and procedure for using Career Resource Center.</td>
<td>Barry Shiflett</td>
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</tbody>
</table>
February 19  Library Research - overview of the library, resources available, and how to use these resources. Important skills for undergraduate program. Peter McKay

February 26  International Opportunities - overview of the study abroad and international program opportunities for students. A discussion of the value of such experiences as well as specific program experiences available through the University and the College. Roy Crum

March 4  Topic to be announced

March 18  Undergraduate Program - discussion of the policies and procedures of the program, resources of the undergraduate program, and advising. Craig Tapley

March 25  Academic Programs - discussion of the majors, certificates and degree opportunities within the College, and career opportunities of the majors. Academic Unit Heads

April 1  Clubs and Organizations A presentation by the College's various Clubs and Organizations

April 8  Professional Programs and Graduate Programs - overview of professional program opportunities, differences between full-time MBA, part-time MBA and Executive MBA. Discussion of other professional program opportunities (law, accounting), and rankings. Important information for students planning for a law or MBA degree. Career choices and opportunities in graduate programs; pursuing the Ph.D., specific opportunities for minorities and women. Valuable information for students interested in obtaining a Ph.D. degree. Steve DeKrey Rich Lutz

April 15  Globalization - overview of the global dimension of business and the opportunities and changing nature of corporate structure. Roy Crum

April 22  Post Career Planning - overview of continuing involvement and responsibilities to the University and the life long value of your academic experience.
SURVEY: DEAN'S SEMINAR

1. STUDENT'S NAME

2. How do you think the course went this term (circle numeric ranking)?
   (Lowest) 1 2 3 4 5 (Highest)
   - 0 - 0 - 4.2% 62.5% 33.3%

3. Would you recommend that this course be required of all students before they enter the College of Business Administration, or at least during their first term in the College?
   YES 100%   NO

4. Please indicate which topics should be kept and which should be eliminated.

<table>
<thead>
<tr>
<th>KEEP</th>
<th>ELIMINATE</th>
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<tbody>
<tr>
<td>Undergraduate Program</td>
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</tr>
<tr>
<td>Academic Programs</td>
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<tr>
<td>International Opportunities</td>
<td>87.5</td>
</tr>
<tr>
<td>Career Planning</td>
<td>91.7</td>
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<tr>
<td>Interviewing</td>
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<tr>
<td>Job Search</td>
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<td>Interviewing</td>
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<td>Library Research</td>
<td>37.9</td>
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<tr>
<td>Presentation Skills</td>
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</tr>
<tr>
<td>Stress Management</td>
<td>37.5</td>
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<tr>
<td>Professional Programs (MBA)</td>
<td>100.0</td>
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<tr>
<td>Graduate Programs (PhD, Law)</td>
<td>83.3</td>
</tr>
<tr>
<td>Globalization</td>
<td>62.5</td>
</tr>
<tr>
<td>Post Career Planning</td>
<td>79.2</td>
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5. What additional topics should be added?

____________________________________________________________________
____________________________________________________________________
CERTIFICATE IN GLOBAL BUSINESS STUDIES

It is proposed that the College of Business Administration establish an undergraduate Certificate in Global Business Studies. The certificate would be purely voluntary, much like the existing certificate programs (such as in Actuarial Science) and, in general, would require extra work beyond what is usually required for the BSBA degree. A specific faculty member would be designated by the Dean to administer the program and counsel the students.

The Certificate in Global Business Studies would require students to complete four different requirements:

a. Competence-based proficiency in a foreign language as determined by testing rather than by courses taken in the language. If available, the language should be taught in the LSP (Language for Special Purposes) mode with an emphasis on business vocabulary and communication. The level of proficiency attained should be set at "Advanced" on the ACTFL scale or 2 on the Foreign Service Institute scale. Tests to verify the competency of students are standardized and can be arranged through the language departments. The choice of the language needs to be approved by the Certificate Program administrator in advance because other requirements for the Certificate are tied to the language.

b. Two courses relating to the global business environment, preferably taken outside the College of Business, in subjects that complement the language chosen and the geographic area where the language is used. These could be area studies courses or they could deal with important issues such as cross-cultural communications or management, and must be approved in advance by the Certificate Program administrator.

c. An overseas study period in an officially-approved program for at least one semester (it can be a summer). The study abroad experience does not have to use the foreign language counted toward the certificate, but it is highly recommended where feasible.
d. Completion of a one-semester hour "Special Projects" course upon return to UF supervised by the Director of International Programs and Exchanges. The intent of this requirement is to use the returning students' knowledge of specific programs to strengthen the study abroad relationships and to serve as a resource for future students. They will be required to write or update student guides for prospective students studying at that foreign location and to serve as peer counsellors for the various programs.

Upon completion of these requirements and certification by the Certificate Program administrator, the student will be awarded the Certificate in Global Business Studies at the time of graduation with the BSBA degree.
CERTIFICATE IN GLOBAL BUSINESS STUDIES

Supporting Documentation

1. Language competency level. The "Advanced" level was recommended as the appropriate target by language professionals working in the area of LSP (business) training at some of our peer institutions. It is a good balance between study requirements and the ability to function in the language. The generic description of the ACTFL "Advanced" proficiency level is as follows:

   Speaking: The Advanced level is characterized by the speaker's ability to:

   - converse in a clearly participatory fashion;
   - initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;
   - satisfy the requirements of school and work situations; and
   - narrate and describe with paragraph-length connected discourse.

Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced-level speaker can be understood without difficulty by native interlocutors.

Listening: These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Able to understand main ideas and most details of connected discourse on a variety of topics beyond
the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.

Reading: These guidelines assume all reading texts to be authentic and legible.

Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.

Writing: Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.
2. Supporting coursework. This certificate is viewed as something to be done on a voluntary basis by students interested in the wider world of global or international business. The purpose of the two extra courses is to enhance the students' understanding of the world and what it takes to compete successfully. The Certificate Program administrator should be given the latitude to work with program participants to design sets of courses that best fill the long-run objectives of the students. Courses included on the General Education list may be used for this purpose when suitable, but other courses should also be eligible when they are warranted.

3. Overseas study experience. If students are genuinely interested in global business operations, they need to understand what it means to work, study, live and compete in a foreign country. This cannot be taught in Gainesville—going abroad is the only effective means for exposing the students to this dimension. Hence, it is a vital component of the Certificate Program.

4. Special Projects course. It is vital to capture the knowledge of returning students and to channel it toward helping future participants in the study abroad programs. Feedback of this kind has been identified by program directors at some of our peer institutions as the key to successful program development, and this device is considered to be useful for accomplishing this purpose.

5. Name of the certificate. Why "Global Business Studies" instead of "International Business Studies?" In the minds of many people working in the field, the term "international" conveys an impression that there is an important dichotomy—national versus international—in the way business is conducted, and that companies operating in a single national market can ignore the rest of the world. On the other hand, "global" conveys an impression that business decisions should reflect the existence of a single worldwide marketplace, even when the primary operating area is a single country or state. Specialized degree programs which treat this dimension as if it were a separate functional area (probably the most prevalent model) tend to be labeled "international." Programs having the philosophy that "business is business" regardless of where it is conducted tend to prefer the term "global." More and more of these programs are starting to be created. It is unlikely that Florida will ever create a major in "international business," or hire faculty members to teach "international business," so our philosophy must be closer to the "business is business" group. Hence, the term "global" conveys to the rest of the world a more accurate indication of our orientation than the word "international."
April 6, 1992

MEMORANDUM

TO: John Kraft
FROM: W. Andrew McCollough
SUBJECT: Curriculum Changes

The Undergraduate Committee has approved the following curriculum changes and requested that they be placed on the agenda for the next faculty meeting:

1) The addition of FIN 3408 as the prerequisite for REE 3043, Real Estate Analysis;
2) Addition of GEB 2931 - Business Seminar - as an elective course

Attachment
CURRCHG.1/TXTSAH
FLORIDA DEPARTMENT OF EDUCATION
STATEWIDE COURSE TERMINATION OR CHANGE TRANSMITTAL FORM
(See instructions for completing Part I on reverse side.)

PART I: TO BE COMPLETED BY THE UNIVERSITY

UNIVERSITY OF FLORIDA
Institutional Code 001535
Finance, Insurance & Real Estate

Current SCNS Course Identification:
Discipline (SMA) ___ Prefix ___ Level ___ Course No. ___ Lab Code ___

University's Current Course Title: Real Estate Analysis

TERMINATE CURRENT COURSE: Effective Term (Skip to signatures)

COMPLETE ONLY THOSE PORTIONS WHERE CHANGES ARE REQUESTED:

Recommended Revised SCNS Course Identification:
Discipline (SMA) ___ Prefix ___ Level ___ Course No. ___ Lab Code ___ Contact Hr: Base OR Head Count

University's Revised Course Title:

College Credit: From ___ To ___

Explanation of Requested Change:

Revised Catalog Description (For graduate courses, attached brief syllabus, grading criteria, and reading list; for undergraduate and professional courses, attach revised outline or syllabus):

Prerequisites: Add FIN 3408 Delete ___
Corequisites: Add ___ Delete ___

Intended Students (Check all that apply):
X Undergraduate Nonmajors X Undergraduate Majors X Advanced Undergraduates ___ Graduate Students
__ Honor Students ___ Other (specify): ___

Category of Instruction: ___ Introductory ___ Intermediate ___ Advanced

Fall 1992
Effective Term (first term change will be implemented)

Signature of Department Chair ___ Date ___

Signature of Graduate Dean (if applicable) ___ Date ___

FOR SCNS USE ONLY

PART II: FACULTY DISCIPLINE COMMITTEE USE ONLY

APPROVED Prefix ___ Level ___ Course No. ___ Lab Code ___
If not the same as recommended by university, please explain:

SCNS Course Title (if new) ___ Decade Title (if new) ___ Century Title (if new) ___

Signature of Faculty Discipline Committee Representative ___

PART III: SCNS STAFF ONLY

Signature ___ Date Entered ___ Correspondence Number ___
Proposed Course Outline for a revised
REE 3043
Real Estate Analysis

Course Description and Objective

The primary objectives of the class are: (1) to learn how to make effective business/investment decisions in real estate and (2) to become familiar with the activities and roles of national and international participants in the business of real estate.

The emphasis of the course is on developing analytical skills. Memorization of institutional and legal details is not stressed.

This is the foundation course for real estate majors. As to the level of complexity, the course is not approached as a "service" course, although non-real estate majors in the College of Business may enroll if they have satisfied course prerequisites.

Required Materials


2. **Readings and Class Notes for REE 3043**, available at Target Copy Center on 13th Street. The notes contain copies of many of the overhead transparencies that I will use in class. These notes and readings have been three-hole-punched by Target. I would advise that you purchase a spiral notebook for this material that will allow you to add your handwritten lecture notes. CAUTION! These notes in no way constitute an outline of the lecture material.

3. A financial calculator that has the standard time value of money functions (present value, future value, annuities, etc.) and that does cash flow analysis (NPV and IRR). Bring your calculator to all classes.
COURSE COVERAGE

1. Introduction

   Chapter 1
   Class notes, pgs. 5-9.
   "Financial Terms and Definitions", Class notes, pgs. 10-15.

2. The Mathematics of Valuation

   Chapter 20, pgs. 474-506.
   Chapter 23, pgs. 602-607.
   Class notes, pgs. 16-59.
   Gallaher, "How to Use the HP-12C" (on reserve at Library East).

3. The Basics of Real Estate Valuation Theory

   Chapter 15.
   Class notes, "Demand in a Market System", pgs. 60-69.
   Goldberg and Hopkins, "The Florida Economy and Real Estate Market: Partial Eclipse in the Sunshine State" (Will be distributed)

4. Real Estate Investment Analysis - An Introduction

   Chapter 7.
   Chapter 22, pgs. 546-555.
   Class notes, pgs. 70-72.

5. Income Tax Considerations

   Chapter 25
   Chapter 24, pgs. 631-635.
   Class notes, pgs. 73-105.
   "Case Study" (Class notes, pgs. 95-100), questions 1-8.
   "Marvin Gardens" (Class notes, pgs. 101-103), questions a-c

6. R. E. Investment Analysis - Performing Quantitative Analysis

   Class notes, pgs. 106-121.
   "Case Study" (Class notes, pgs. 95-100), questions 9-14.
   "Marvin Gardens" (Class notes, pgs. 101-103), question d

7. Risk and Real Estate Investment

   Class notes, pgs. 122-127.

8. Expanding DCF Analysis - Continuing Investment Decisions

   Class notes, pgs. 128-133.
Course Grading

Exam #1  25%
Exam #2  25%
Final Exam  25%
Quizzes and Homework  25%

There will be absolutely no make-up exams or other exceptions.

There will be numerous quizzes - some will be unannounced. There will be no make-up quizzes. If you miss a quiz, a grade of zero will be recorded. However, your lowest quiz scores will be dropped in the calculation of your final grade.

Homework problems and mini-cases must be turned in on the assigned due date at the beginning of class. Late assignments will not be accepted. All homework must be completed.

The lectures are intended to highlight basic themes and to help you understand key concepts and techniques -- they cannot cover in depth everything assigned. You are, however, responsible for learning all of the assigned material. Unless you are specifically instructed to the contrary, assume all material will appear on a test and/or quiz.
9. Market Valuation / Appraisal
   Chapter 6.  
   Chapter 21  
   Chapter 22, pgs. 556, 557, 562.  
   Class notes, pgs. 134-146.  

10. Real Property Taxation  
   Chapter 19  

11. Forms of Ownership  
   Class notes, pgs. 147-155  

12. Real Estate Management  
   Chapter 4.  

13. Basic Capital Market Concepts  
   Class notes, pgs. 156-163.  

14. Financial Leverage and Refinancing  
   Class notes, pgs. 164-177.  

15. The Debt Financing Environment  
   Chapter 11  
   Chapter 23, pgs. 574-601 
   Chapter 24  
   Class notes, pgs. 178-192.  

16. Secondary Mortgage Markets  
   Class notes, pgs. 193-200.  

17. Real Estate Brokerage, Listing Contracts, and Closings  
   Chapters 3, 10, and 13.  

18. Land Use, Planning, and Zoning  
   Chapter 18  

19. Real Estate Development and Construction  
   Chapter 5