**University 101 Consultation**

By Sarah Fagan

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Introduction

 Now that I am close to graduating college, I have been thinking back to when I graduated from high school. In 5 years, from age 18 to 23, I have grown up so much more compared to my first 18 years of life. A big part of that change was because of the “college experience”. Freshmen year of college is the first time for a majority of students to move away from home and be responsible for themselves without their parents supervision. It’s a new environment and there are so many decisions to make about making friends, time management, budgeting, dating, and partying, just to name a few. If you don’t make the right decisions it could make your college life very stressful and hard to keep up.

 First year experience courses such as University 101 at Drexel University can help students have a smoother transition from high school to college. In this research paper I compare first year experience courses at some of the top business schools in the country to see if there are any ways that we can improve our program at the Lebow College of Business. I communicated with representatives and professors of the colleges on the phone, through email, and researched their websites. Some of my initial choices of colleges with business programs did not have a first year experience course, and some of the business schools that I communicated with did not except students until after their freshmen year, and therefore did not have a first year course.

**Drexel University - Lebow College of Business**

**Course**: University 101

**Course Description**: UNIV 101 Part 1 is designed to provide freshmen and transfer students with the structure, support, and guidance that will enable them to make a successful transition to university life. The course meets once per week for 50 minutes and students receive a letter grade at the end of the term.

**Course Length**: 2 Terms

**Credits**: 2

**Readings**: Not required

**Peer Leaders**: A peer leader in every class.

**Civic Engagement**: Students participate in AIDS Walk Philly. A 2-3 page reflection on the experience is required. Students use the Cultural Passport to visit or attend local Philadelphia sites as a class or in small groups.

**Outcomes**:

* Succesfully transition to university life.
* Become engaged students and citizens.
* Successfully navigate Drexel systems.
* Consider strengths/weaknesses in relationship to academic choices and career options.

**Temple University – Fox School of Business**

**Course length**: No longer offer a freshmen experience course

**Credits:**

**Readings:**

**Peer Leaders**: mentoring program, freshmen are paired with an upperclassman.

**Civic Engagement:** They have an immersion program, where students are encouraged to attend academic, social and athletic events at the university and report their participation back to a professor. They have a series of workshops done by academic advising and the career center that students can attend. Students can also opt to be a part of the Fox School Living Learning Community**\*\*** their freshman year.

**Outcomes**:

**\*\***Requirements of the Fox School of Business Living Learning Community (FOX LLC)

* Must be registered in the Fox School of Business.
* Students must maintain a GPA of at least a 2.5 in each academic term. If a 2.5 GPA is not maintained for the term, the student must attend a special academic enrichment workshop and show considerable improvement in the GPA for the next term.
* Students are required to participate in at least one Business student organization on campus during their freshman year.
* Students must enroll in at least one course in the fall and spring terms with other FOX LLC students.
* Students must participate in the [Leadership Challenge Program](http://www.temple.edu/studentaffairs/leadership/).
* Students must attend at least one academic enrichment workshop per term hosted by Temple University faculty, students and/or corporate professionals.
* Students must meet with the FOX LLC program manager in at least the fall and spring terms to evaluate program and personal goals.

<http://www.temple.edu/studentaffairs/housing/llc/programs/FoxSchoolofBusinessLLC.htm>

**University of Pennsylvania – The Wharton School**

**Course:** MGMT100, *Leadership and Communication in Groups*

**Course Description**: All first-year students participate in the Undergraduate Leadership Program. Management 100 will enrich your Wharton experience by providing many opportunities for interaction with peers, upper-level students, faculty, alumni, and the community. You will study leadership, communication, and group dynamics.

**Course length:**

**Credits:**

**Readings:**

**Peer Leaders / Advisors:** The summer after students are admitted, they will be assigned to an academic advisor who will answer their questions and help them pick courses. They will also connect with current students via Facebook to learn about their experiences and what they love about Wharton. **Team Advisors:** Each section of Management 100 is divided into four recitations or project teams. Recitations are supervised by advanced undergraduates who facilitate the successful completion of projects, coach them on the process of drafting papers and rehearsing presentations, and help them make the transition to the Wharton School and life at the University.

**Civic Engagement**: Students complete a community service project that provides the context in which they will develop as a leader, practice communication skills, work in groups, and strengthen their sense of community. The top project team presentations will be honored during an end-of-year event, attended by the freshman class, faculty, community members, alumni, and distinguished guests.

**Outcomes**:

* Strengthening students’ skills through innovative teaching, developmental programs and service learning.
* Train students to negotiate from positions of ambiguous authority and
* Form cooperative relationships through informal channels of communication and
* Become skilled at "reading" organizations and influencing the ways in which people, situations and events are seen and understood.
* Deepen understanding of leadership, teamwork, and communication and develop these skills.

**Other**: G95 is the [Undergraduate Division](http://undergrad.wharton.upenn.edu/) suite, where academic advisors are on hand for walk-in advising and appointments.

**Villanova – School of Business**

**Course**: Business dynamic 1 and business dynamic 2 (They used to have a 0 credit freshmen experience course)

**Course Length**: 2 Semesters

**Credits:**

**Readings**: Not required. Students must write a reflection paper

**Peer Leaders**: Peer advisor program. Every freshman gets a peer advisor. They have a Student Resource center for advising, career development, degree audit, and internships.

Peer advisors are interviewed and assigned to mentor 7-8 freshmen. Each Cray center advisor supervises a few peer advisors. Peer advisors meet the students at orientation, teach them about registration, then set up appointments with students.

The Honor Society offers their students additional help.

Certain (more difficult) courses have students to support other students.

**Civic Engagement**: Optional student organizations. Students must go to seminars/workshops (resume development…etc.)

**Outcomes:**

**University of South Carolina**

**Course**: University 101

**Course Description**: Each section accommodates 18-24 students

**Course length**:

**Credits**: 3

**Readings**:*Transitions* is the University 101 textbook and is representative of many custom-published new student seminar textbooks used across the United States. *Transitions* is used in each University 101 class as an integral instructional resource and provides a consistent source of important information for students in all sections of UNIV 101.

**Use of Additional Reading:** As in other first-year courses, substantive reading is required for UNIV 101. In addition to using Transitions, University 101 instructors choose an additional text or reading for their class. This may include a text/novel, the First-Year Reading Experience book, Gamecock Connection library components, local or national newspapers, or compilation of articles and/or chapters. Instructors should make substantive use of these readings.

**Peer Leaders**: Outstanding rising junior and senior students are recruited to serve as role models and mentors for incoming first-year students. Peer leaders must have a minimum grade point average of 3.0 and also must demonstrate leadership/involvement in other substantive areas of university life. Each section of the course is co-taught by an instructor and undergraduate student.

* Peer Leaders are required to enroll in a three credit hour Educational Leadership and Policiescourse, EDLP 520: The Teacher as Manager.

EDLP 520 is a unique class designed to provide a forum for the evaluation, reflection and processing of your experiences as a University 101 Peer Leader. Discussion will revolve around such topics as teaching techniques, classroom management strategies, student development theories, lesson plan development, and other related issues. It might be useful for you to consider the approximately 40 contact hours in your University 101 class as a lab or practicum, with the meetings of EDLP 520 as a discussion/lecture class.

**Civic Engagement**:

**Outcomes:**

* **Foster Academic Success**: Adapt and apply appropriate academic strategies to their courses and learning experiences.
* **Help Students Discover and Connect with The University of South Carolina**: Identify appropriate campus resources and opportunities that contribute to their educational experience, goals, and campus engagement.
* **Prepare Students for Responsible Lives in a Diverse, Interconnected, and Changing World**: Examine how their background and experiences impact their values and assumptions and explain the influence these have on their relationships with others. Describe concepts of diversity and recognize diverse perspectives. Describe and demonstrate principles of responsible citizenship within and beyond the campus community. Describe processes, strategies, and resources, and explain the implications of their decisions, related to their overall wellness.

**Massachusetts School of Technology - Sloan School of Management**

**Course**: No first year course.

**Other**: <http://web.mit.edu/firstyear/>

**Cornell – Johnson School**

**Course**: No first year course. AEM1101 (see syllabus).

**Emory University – Goizueta Business School**

**Course:** No first year experience course

**Other:** <http://college.emory.edu/home/academic/general_education/fsem/index.html>

First Year Seminar Courses:

Requirement:

* Choose one course.
* Must be completed in first two semesters.
* Any course that satisfies the First-Year Seminar Class requirement may not satisfy another general education requirement.
* Topics include: [African Studies](http://college.emory.edu/home/academic/general_education/fsem/index.html#african), [African American Studies](http://college.emory.edu/home/academic/general_education/fsem/index.html#african_american), [American Studies](http://college.emory.edu/home/academic/general_education/fsem/index.html#american), [Anthropology](http://college.emory.edu/home/academic/general_education/fsem/index.html#anthropology), [Art History](http://college.emory.edu/home/academic/general_education/fsem/index.html#art_history), [Asian Studies](http://college.emory.edu/home/academic/general_education/fsem/index.html#asian), [Biology](http://college.emory.edu/home/academic/general_education/fsem/index.html#biology), [Chemistry](http://college.emory.edu/home/academic/general_education/fsem/index.html#chemistry), [Chinese](http://college.emory.edu/home/academic/general_education/fsem/index.html#chinese), [Classics](http://college.emory.edu/home/academic/general_education/fsem/index.html#classics), [Comparative Literature](http://college.emory.edu/home/academic/general_education/fsem/index.html#comparative_literature), [Computer Science](http://college.emory.edu/home/academic/general_education/fsem/index.html#computer_science), [Creative Writing](http://college.emory.edu/home/academic/general_education/fsem/index.html#creative_writing), [Dance](http://college.emory.edu/home/academic/general_education/fsem/index.html#dance), [East Asian Studies](http://college.emory.edu/home/academic/general_education/fsem/index.html#east_asian), [Economics](http://college.emory.edu/home/academic/general_education/fsem/index.html#economics), [Educational Studies](http://college.emory.edu/home/academic/general_education/fsem/index.html#education), [English](http://college.emory.edu/home/academic/general_education/fsem/index.html#english), [Environmental Science](http://college.emory.edu/home/academic/general_education/fsem/index.html#environmental), [Film Studies](http://college.emory.edu/home/academic/general_education/fsem/index.html#film), [French](http://college.emory.edu/home/academic/general_education/fsem/index.html#french), [German](http://college.emory.edu/home/academic/general_education/fsem/index.html#german), [History](http://college.emory.edu/home/academic/general_education/fsem/index.html#history), [Interdisciplinary Studies in Culture and Society](http://college.emory.edu/home/academic/general_education/fsem/index.html#interdisciplinary), [Italian](http://college.emory.edu/home/academic/general_education/fsem/index.html#italian), [Japanese](http://college.emory.edu/home/academic/general_education/fsem/index.html#japanese), [Jewish Studies](http://college.emory.edu/home/academic/general_education/fsem/index.html#jewish), [Journalism](http://college.emory.edu/home/academic/general_education/fsem/index.html#journalism), [Latin American and Caribbean Studies](http://college.emory.edu/home/academic/general_education/fsem/index.html#latin_american_caribbean), [Linguistics](http://college.emory.edu/home/academic/general_education/fsem/index.html#linguistics), [Mathematics](http://college.emory.edu/home/academic/general_education/fsem/index.html#mathematics), [Middle Eastern and South Asian Studies](http://college.emory.edu/home/academic/general_education/fsem/index.html#middle_eastern_south_asian), [Music](http://college.emory.edu/home/academic/general_education/fsem/index.html#music), [Neuroscience and Behavioral Biology](http://college.emory.edu/home/academic/general_education/fsem/index.html#neuroscience_behavioral_biology), [Philosophy](http://college.emory.edu/home/academic/general_education/fsem/index.html#philosophy), [Physics](http://college.emory.edu/home/academic/general_education/fsem/index.html#physics), [Political Science](http://college.emory.edu/home/academic/general_education/fsem/index.html#political_science), [Portuguese](http://college.emory.edu/home/academic/general_education/fsem/index.html#portuguese), [Psychology](http://college.emory.edu/home/academic/general_education/fsem/index.html#psychology), [Religion](http://college.emory.edu/home/academic/general_education/fsem/index.html#religion), [Russian](http://college.emory.edu/home/academic/general_education/fsem/index.html#russian), [Russian and East European Studies](http://college.emory.edu/home/academic/general_education/fsem/index.html#russian_east_european), [Sociology](http://college.emory.edu/home/academic/general_education/fsem/index.html#sociology), [Spanish](http://college.emory.edu/home/academic/general_education/fsem/index.html#spanish), [Theater Studies](http://college.emory.edu/home/academic/general_education/fsem/index.html#theater), [Visual Arts](http://college.emory.edu/home/academic/general_education/fsem/index.html#visual_arts), [Women's Studies](http://college.emory.edu/home/academic/general_education/fsem/index.html#womens)

**Boston College – Carroll School of Management**

**Course:** Portico (MH100)

**Course Description**: The classes are seminar style (about 20 students per class). The course serves several purposes: it is an introduction to business with themes that include economic development, globalization, business strategy, innovation, and entrepreneurship. It also introduces students to the functional areas of business (which are also BC’s concentration departments) of accounting, finance, marketing, operations, organizational behavior, and information systems. Finally, and perhaps most importantly, it emphasizes ethics and leadership through cases and readings from philosophy.

**Course length**: 1 Semester

**Credits**: 3 credit requirement for all freshmen

**Readings**: A collection of readings from business and philosophy organized in a custom coursepack, and the Wall Street Journal.

**Peer Leaders / Advising**: Each class has two undergraduate teaching assistants. The TA.s serve as bridges to the professor, in class “coaches,” and peer mentors. The peer mentoring aspect centers on transition to college, guidance around courses, and advice about extra-curriculars. Portico employs “course-based advising.” This means that the professor is also the academic advisor of the students in his/her class.

**Civic Engagement**: The TA.s also organize and lead a pre-term “Excursion.” After freshmen move to campus (but prior to classes starting), TA.s lead their students into Boston. The groups (of about 10/group) visit sites in Boston, meet with their professors, contextualize ideas through site visits, compete in a scavenger hunt, and present posters from their findings. The goals of the excursion is to build community, get to know Boston, and contextualize summer readings through actual places.

**Outcomes**: The goals of the class are to introduce students to the study and application of business concepts, form self-knowledge, enhance decision-making practices, and build habits of reflection. This is done through the assignments, readings, and discussions of the course.

**University of Texas- McCombs School of Business**

**Course**: BA101 (Intro to business type course, no freshmen experience course.)

**Course length**: 1 semester

**Credits**: 1

**Readings**: assigned readings, depends on the professor.

**Peer Leaders**: Yes, peer career advisors (PCA).

**Civic Engagement:** attend career events, networking, mock events

**Outcomes**: career advice, recruiting events

**Brigham Young University – Marriott School**

**Course**: University 101, Major Seminars, Student Development

**Course Description**: <http://fye.byu.edu/FreshmanSeminars.aspx>

**Course length:**

**Credits:**

**Readings**: First-Year Reading program. This year the reading is *Learning in the Light of Faith*, a collection of spiritual lectures.

**Peer Leaders**: Peer mentors for 2 semesters.

**Civic Engagement:**

**Outcomes**:

**Rochester Institute of Technology**

http://www.rit.edu/studentaffairs/fye/

**Course length**: 1 hour, once a week, fall and winter quarters

**Credits**: 1

**Readings**: depends on the instructor and major.

**Peer Leaders**:  2nd, 3rd or 4th year students can become part of the FYE Peer Mentor program. At a minimum, peer mentors will come to the FYE class each week, and usually they will meet with the instructor they are working with. On average, it will take 1-2 hours per week. They may want to take an optional 2-credit experiential leadership course that would use peer mentoring as real-life application and experience.

**Civic Engagement**:

**Outcomes/Goals**:

* Transition and Community Involvement
* Campus Resources
* Academic Personal Success Strategies
* Ethics, Values
* Information Management
* Global Society
* Professional Development
* Personal Responsibility & Decision Making

**Other:** Additionally, FYE instructors provide coaching on academic, personal and social issues. This element of the FYE program sets the RIT FYE program apart from other first-year programs around the country. Coaching is not counseling. Rather than being a problem-based meeting with a counselor, the goal of coaching is to provide an academic and career focused meeting with a knowledgeable expert in the area of transition who can connect students to departments or services around campus.

**George Washington**

**Course**: First Year Development Program - BADM 001 and BADM 002

**Course length**: 2 semesters

**Credits:**

**Readings**: Hot, Flat, and Crowded. Hot, Flat, and Crowded was the selection for this year's Freshman Reading Program.

**Peer Leaders**: Peer mentors

**Civic Engagement**:: Walkathon for Habitat for Humanity

**Outcomes/Goals**:

* StrengthsQuest
* Career Development: Resume Writing
* Corporate Social Responsibility and Project Management
* Introduction to Fields of Concentration
* Utilizing Resources: Networking, Fellowships and Research Opportunities, Study Abroad
* Closing the Loop - how to meet your academic and professional career goals

**Conclusion**

During my research I noted the similarities and differences in the way that colleges support freshmen. The most common idea was to have peer mentors. Upperclassmen remember what it was like to be a freshman, and they can easily remember what was difficult for them starting out and use that experience to help the new freshman. Thinking back, I still remember my peer mentors name, Blake Walinsky, even though I don’t remember the names of many of the professors I had as recent as this year! I think that the Lebow College of business should definitely keep their peer advisors and maybe even have more of them.

 Most colleges did not have required readings and the few that did were usually chosen by the professor. I do not think that Lebow should have required readings for University 101 unless it will be discussed in the course or have a reflection paper. The course is meant to help freshman adjust to a new environment, so I don’t think too much work should be added on to their course load. Instead, help them learn how to prioritize and manage the work they have in other classes. In my University 101 course we did a few current event summaries with newspaper articles and presented them to the class. That was a simple assignment but it helped me to practice writing and public speaking.

 No courses were longer than 2 semesters which is the same as Lebow. The credits for the courses varied from 1-3 credits depending on when they meet. Civic engagement was required at some schools and optional at others. I liked the program they have at the University of Penn where students work in groups to complete a community service project and the top project team presentations are honored during an end-of-year event, attended by the freshman class, faculty, community members, alumni, and distinguished guests. I think that would motivate students to really make an impact. But If it were up to me, groups would be optional.

 From my research and my personal experience, I think that the University 101 course at Drexel University is a really helpful course. It doesn’t seem to be lacking anything that the other schools are doing except for the schools that have more peer mentors and a required book to read. Although, I did like how Brigham Young University had a wide selection of university 101 courses and seminars for freshmen to choose from. I think that is a good idea because students can get more help and information where they need it. But again, if it were up to me, I would have a basic university 101 class that everyone takes the same course for the 1st semester and then let them choose out of a selection of topics that they are more interested in or want more help on for the 2nd semester.

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<http://www.sc.edu/fye/>

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<http://www.rit.edu/>

<http://www.gwu.edu/>

**Appendix**

**\*See Attachments in Email**