

BUILDING BUSINESS SCHOOL GENERAL EDUCATION CURRICULA

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ABSTRACT

Recent articles in the popular press, and a significant study on the effectiveness of higher education by Secretary of Education, Margaret Spelling, have called into question the long-accepted, collaborative learning, conceptual understanding, integrative approach to learning. Most business programs favor that conceptual approach, yet appear to retain the same discipline-segmented, non-integrated, general education / major specialization curriculum model prevalent for many years, without significant change. Progress has been slow, and now the direction itself is called into question. A move toward standardized programs, outcome-based, performance-measured testing, is suggested. Is higher education at a crossroads? We surface these critical issues, and follow with a survey of current practices of degree program course requirements at our peer institutions (regional, mid-sized public universities). The survey had an eighty percent response rate (65 universities); the results of the survey are presented, with some commentary.

INTRODUCTION AND BACKGROUND

We see it everywhere. Higher education, general education, business schools -- academia is under active challenge to do its job. And, its job is perceived as very much different than the classical, liberal education, major area of specialization model developed in the early part of the last century. Yet that very model remains the predominant curricula design throughout higher education.

“No Child Left Behind” for higher education? Thanks to the recent Spelling Report (2006) and similar higher education criticisms, stricter performance measures, standardized assessment techniques, outcome-based funding, consistent accreditation standards, are now part of higher education’s vocabulary, and they all spell change. Organizations such as the American Association of Colleges and Universities, noted for enlightened, creative learning models, and favoring collaborative-based, experiential approaches over content-based dogma, find themselves considering standardized performance tests such as the Collegiate Learning Assessment test. At the same time the classical liberal education model remains firmly grounded, moving, tortoise fashion, from content and toward engagement, including open, individualized (read that “non-standardized”) mission-based accreditation. Where are we?

The December 18, 2006 issue of TIME magazine featured education. It was not very kind. The lead article starts with a little story about a 21st Century Rip Van Winkle waking up, predictably bewildered by all he sees: people talking through wires and gadgets clipped on their ears, electronic “pictures” abound, flying carriages full of peoples, hospitals, shops... it’s all so incredibly amazing, so new! That is, until, he steps into a classroom. Rip knows exactly where he is, “we used to have these back in 1906. Only now the blackboards are green.” says he. The article goes on, generally indicting the sad state of education, its inability to keep up with the demands of modern society, and concluding that teaching methods and curricula need to move “into line with the way the modern world works.” (Time, 2006)

A month after the *TIME* essay, *Strategic Finance* (January 2007) followed with its own cover story on the need for change in higher education, specifically in accounting programs. The article went on to cite a benchmark accounting industry report, the Bedford Report (1986), a six million dollar study on accounting education by the Accounting Education Change Committee, AECC, (1990) and another report, “Perspectives,” by the managing partners of the then “Big Eight” accounting firms¹. All reported that key structural program change was needed. These reports were not the first to cite the system of “silos” pervasive in higher education curricula, where each unit of education is delivered in a seeming vacuum, devoid of significant interaction with other disciplines. The managing partners concluded that “passing the CPA exam should not be the goal of accounting education” -- interesting, the accounting profession lecturing academics on the evils of teaching to the test.

Those reports, the Bedford Report (which went on to say “there is little doubt that the current content of professional accounting education, which has remained substantially the same over the past 50 years, is generally inadequate”), the initial AECC report, and the managing partners’ report, they were written in the late 1980’s. Twenty years ago. PC’s, Starbucks, not so ubiquitous -- Windows? Didn’t exist – recall that wonderful DOS software, that mouse-less system that made Mr. Gates the richest person in the world (for awhile)? Twenty years ago.

Pre-Spelling, the continuing, common, corrective theme of higher education was to move from disproportionately teaching technical skills in passive learning environments, to active, critical thinking models of education, focused on deeper conceptual understanding, communication skills, and interactive exercises. This all echoed well the experiences noted in accounting and other business programs. Mintzberg reported in 1975 that specialist skills were emphasized in most business curricula, at the expense of a manager’s skills. Similarly, ten years later Cheit (1985) criticized the focus on undergraduate specializations, noting that programs were too technical and narrowly based. More recently Mintzberg (2004) and Pfeffer & Fong (2002) repeated these very same program deficiencies.

¹ Please forgive our focus on accounting. We use it as one specific, we believe relevant, example applicable to all business disciplines. Accounting is arguably more skills acquisition, rules-bound, and content-driven than other business disciplines. If such a skills oriented discipline finds the need to relax content in favor of more discovery-based, integrated, reasoning, conceptual, communicative, and analytic competencies, perhaps this best exemplifies the argument for needed change in the other business disciplines. (And, after all, we are accountants!)

Baker and Prenshaw (2007) argue compellingly in the summer 2007 *Journal of the Academy of Business Education* on the merits of liberal education in business programs. They cite continued support for the presumption that the best education is the one focused on conceptual understanding, which instills critical thinking, communications, problem solving, and creativity. In spite of a history of consensual and supportive rhetoric, however, Baker and Prenshaw (2007) cite, at best, mixed messaged results, noting that although the AACSB requires at least half of program courses come from outside the business school, “There is little integration of courses, with most general education courses taken during the first half of a students’ career, and most business courses taken during the second half.” This approach may ‘check the box’ for including ample liberal education, but fails to understand neither the place nor importance of those non-business courses. They further conclude that “Business faculty and administrators do their students a disservice if the vast majority of the courses they offer are narrow and technical in focus...” noting also a *Business Week* special report (2005) suggesting that the most significant business skill needed today was creativity; not necessarily the haven of skills acquisition, content driven discipline courses.

Three points: (1) the need for business programs directed at developing critical thinking, communication, and creative problem solving skills, in a collaborative, active-based, integrated course work environment, remains generally accepted, (2) implementation remains elusive, and (3) those same universally desired skills, perhaps especially creativity, are difficult for which to test, particularly if testing in a necessarily objective, standardized format, designed for mass testing, is contemplated on a comprehensive basis.

More: Thomas Klammer, an innovative professor from the University of North Texas, noted in his presentation to the 2006 Colloquium on Change in Accounting Education, “Business functions in an environment that bears little resemblance to that which existed forty years ago. Are these changes reflected in our curriculum?” He went on to discuss the gap between what is taught in the classroom, and what the profession needs, just about exactly twenty years after the Bedford Report. While his message focused more on misguided content than curricular approach, either way, twenty years later, we haven’t changed; we haven’t gotten it right. And now Spelling and others want us to redefine what “right” is. And test for it!

What have we done in those past twenty, or forty, or fifty years? Arguably the only differences in most business programs is the addition of a couple of “silo-based” courses on technology, ethics, global business, and some on-line courses that generally exactly mirror the lecture-exercise approach that goes on in the classroom. The curricula, the courses, the methods, it’s been around a long time. Fifty plus years of essentially the same stuff, delivered the same way. Looks like Margaret [Spelling] and Rip have something to talk about.

Let’s be fair. Progress has been slow, criticisms valid, yet academia has been listening, and reacting. We have hardly been inactive in the pursuit of curricular improvement. The academic community has been relentlessly committed to doing the best that can be done for its students and society. And, as noted above, our course was pretty well defined. We, educators and employers alike, believed we had the direction right, if not the implementation. There has been abundant research and relevant literature on curricula development available from many good academic organizations. The AACU and similar organizations strongly emphasized the need to

constantly evaluate and redevelop curriculum and programs; indeed that seemed their purpose. More specific to the needs of business schools, the AACSB has similarly promulgated approaches attuned to the needs and resources of individualized institutions, disfavoring standardized approaches. All seemed to agree. -- That was then.

Is the current heir apparent model in higher education, the outcomes-based, consistency-bound, performance model the right one? It goes against everything we have been hearing: Educators and professional organizations seek graduates with strong communication, leadership, reasoning and decision making skills. They want us to build dynamic leaders, ethically sound, informed, and assured communicators; they want managers. Conceptual and analytic competencies are considered more valuable than 'skills courses' [i.e. financial statement analyses rather than preparation]. The top accounting professionals want far more than "teaching to the test." They favor the 'less is more' philosophy: skip the debit and credit detail, instill active-learning, time-intensive approaches; approaches that forgo topical depth for analytic, inter-disciplinary wealth. The old (?) general education initiatives, favoring integrative, active, collaborative learning approaches, couple well with those previously accepted directions. Where are we going?

What is needed to meet the challenges of teaching and learning in our fast-moving, progressively global culture? Thomas Friedman, (2005) never at a loss for endless, authoritarian observations, insights, and recommendations on the dynamics of our global world, could only, humbly, offer the following to an inquiring college student asking him how best to prepare in college for Friedman's "flat" world: "find the best teachers and enroll in their courses," is his answer.

Ouch. Is that the best we can do, find good teachers and sign up? Are we at a crossroads? Is the previous, collaborative learning model to be redirected toward outcome-based, standardized performance measures? Perhaps better designed general education curricula is at least one part of the answer to what might best suit the needs of business students entering Friedman's new flat world, the 21st century world.

Spelling, performance measures, outcome-based funding, call our previously accepted directions into question. Will more objective and consistent measures move us forward? Higher education, perhaps, has reached a critical, turning point. Is it time to change the blackboard color again? Smart boards would at least impress Mr. VanWinkle.

SURVEY & METHODOLOGY

As do most universities, our institution undergoes a process of continual curricula assessment and change, including periodic, intensive efforts at thorough reexamination. We are in the process of a major general education program evaluation currently. Perhaps the timing is good. The previous standard for improvement, toward active-based, conceptual, collaborative learning models is under challenge from the outcome-based camp. A shift in design philosophy, resulting in significant change to our general education program would strongly affect our business program. As with many business programs, general education represents half of our business curricula. General education changes could: (1) complement proposed business curricular

changes, (2) reduce the need for otherwise recommended business changes, or (3) not be in the best interest of our business curriculum.

It seemed prudent to get involved in our general education reevaluation process, which we did. It also seemed prudent that, at least one initial step in the evaluation and recommendation process would be to find what types of general education and business curricula commonly support other business programs, and what other approaches exist. In particular we sought to look at what a group of peer business programs were doing for degree requirements. With information on what other institutions had in place we would know where our program stands, if there is consistency in basic curricular approach, and the level of consistency or uniqueness. This information should be a valuable foundation from which to evaluate alternative curricular needs. We believed it might be of value to other institutions as well.

We created a brief, twenty-three item, web-based survey and emailed it, from the dean of our business school, to the deans of a group of 82 our “dashboard²” peer group business schools. We wanted the questionnaire to appear to be simple, quick, and, easy to complete. And it was. We received an excellent, 79% response (65 returns). A list of the schools is in the appendix. The letter stated that the dean did not have to personally respond, anyone in the school, faculty or staff, familiar with basic course requirements could easily respond. We also said we would be happy to share our results, for which many schools asked.

The questionnaire centered on general education and business program degree requirements. For response simplicity we created categories of responses (i.e. 1-2 credits, 3-4, 5-6, 7-8, 9-10, >10). We would have preferred open-ended, fill in the blank style responses, but decided that to attract the most respondents we needed a design that appeared the easiest to complete, which was the categorical, multiple choice style we used.

SURVEY RESULTS

The responses were split essentially fifty-fifty between [32] AACSB and [33] non-AACSB schools. This gave us a good basis for comparison along that criterion, as well analyses of the total responses. Tables sorted along several categorical criteria and commentaries follow.

² We are uncertain exactly what “dashboard” means. We do know the guy who created it is brilliant, has spiked hair, and was an English major. We also know it represents a group of institutions that our administration considers our peers – either actual peers, institutions we aspire to emulate, or institutions we compete with most actively for admissions.

Tables, All Results ~ (Tables Presented Separately, By Response Category Types):

Individual response percentages **highlighted** represent notable differences AACSB / Non-AACSB. Other shaded entire table cell areas are format differentiation for category headings and totals.

“Suspect” responses, where question may not have been understood, or is otherwise seemingly inapplicable are presented, but with ~~strikethrough~~.

Table 1. Total Credits Required For Graduation:

	Under 115	116 - 121	122 - 127	128 - 133
AACSB	0%	47%	38%	16%
Non-AACSB	0%	45%	36%	18%
~ Totals	0%	46%	37%	17%

Table 2. Total General Education Credits Required For Graduation:

	15 - 30	31 - 45	46 - 60	Over 60
AACSB	3%	44%	47%	6%
Non-AACSB	3%	64%	30%	3%
~ Totals	3%	54%	38%	5%

Table 3. Total Business Credits, Beyond Business Core Required For Graduation*:

Assuming a business administration, management major...

	None	5 - 10	11 - 16	17 - 22	23 - 28	Over 28
AACSB	3%	3%	16%	44%	28%	6%
Non-AACSB	12%	3%	18%	30%	27%	9%
~ Totals	8%	3%	17%	37%	28%	8%

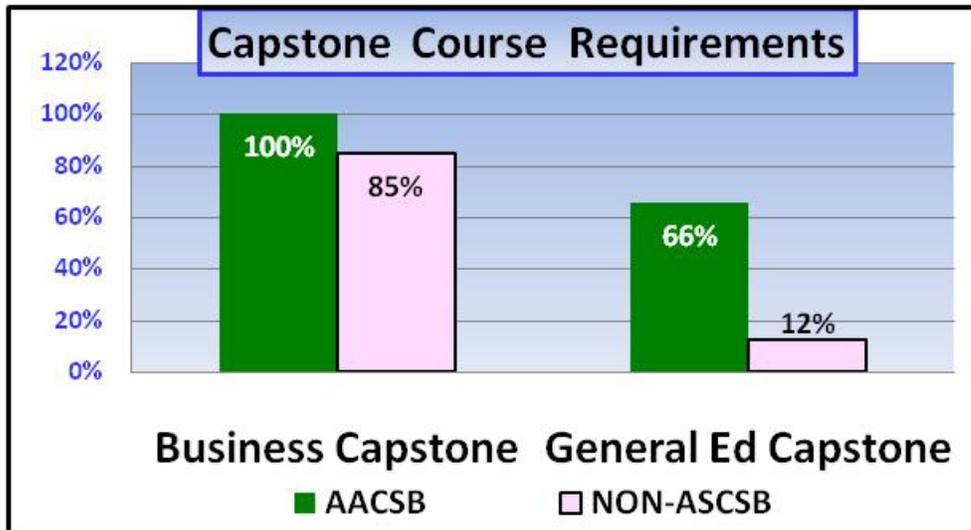
Table 4. Foreign Language, Business Law/Society, Information Technology Credits Required:

	Not Req'd		1 - 3		4 - 6		7 - 9		10 - 12	
	ACSB	NON	ACSB	NON	ACSB	NON	ACSB	NON	ACSB	NON
For. Language	72%	76%	9%	9%	9%	9%	3%	0%	6%	6%
Bus. Law/Soc	6%	6%	88%	70%	6%	24%	0%	0%	0%	0%
Info. Tech.	0%	7%	48%	63%	48%	30%	3%	0%	0%	0%

Table 5. Other Course Requirement Areas:

	Not Req'd		1 - 2		3 - 4		5 - 6		7 - 8		9 - 10		Over 10	
	ACSB	NON	ACSB	NON	ACSB	NON	ACSB	NON	ACSB	NON	ACSB	NON	ACSB	NON
Economics	3%	0%	0%	0%	0%	6%	75%	79%	3%	0%	19%	9%	0%	6%
Eng. Comp.	0%	0%	0%	0%	0%	5%	92%	95%	4%	0%	4%	0%	0%	0%
Eng. Lit.	34%	36%	0%	0%	50%	52%	13%	12%	3%	0%	0%	0%	0%	0%
Math	0%	0%	0%	0%	35%	33%	61%	45%	3%	3%	0%	15%	0%	3%
Speech	22%	18%	3%	3%	59%	73%	13%	6%	0%	0%	6%	0%	0%	0%
Sci. w/lab	0%	3%	0%	3%	29%	24%	16%	12%	45%	58%	6%	0%	3%	0%
World Hist.	22%	36%	0%	3%	56%	42%	19%	18%	3%	0%	0%	0%	0%	0%
Amer. Hist.	47%	48%	0%	3%	47%	42%	6%	6%	0%	0%	0%	0%	0%	0%
Soc. Sci.	3%	6%	0%	3%	44%	39%	34%	27%	0%	6%	13%	15%	6%	3%
Humanities	16%	3%	0%	3%	23%	27%	19%	39%	3%	6%	26%	15%	13%	6%
Internship	81%	81%	3%	0%	13%	13%	0%	6%	3%	0%	0%	0%	0%	0%
Non-Bus Elec.	22%	21%	0%	3%	6%	12%	6%	12%	3%	3%	22%	15%	41%	33%
Bus. Elective	19%	21%	3%	0%	9%	9%	38%	21%	3%	0%	13%	27%	16%	21%

Figure 1. Capstone Course Requirements:



COMMENTARY

The results support the general view that the accepted liberal education model, grounded with approximately half general education credits, is prevalent. Further, this segment of selected universities was, for the most part, largely consistent in results. They reported little significant program deviation that might support categorically divergent models. AACSB and non-AACSB programs were likewise generally, but not entirely, similar. Program results appear remarkably like those oft-cited “silos” of education, covering all the bases, as programs have been doing, (lamentably, in the opinion of most), for the past twenty, fifty, perhaps seventy years³.

It appears that all institutions require at least the standard 120 credits for business school graduation. Fifty-four percent reported requiring over 122 credits, with 17% requiring in excess of 128 credits. AACSB and “non” were essentially mirror images here.

Although the AACSB requires over half of program credits to be in non-business, liberal education courses, 47% of our AACSB respondents reported less than 45 general education credits in their program. We suspect that some courses, such as statistics, communications, speech, and perhaps economics may be considered business by some programs (including the AACSB) and non-business by others, contributing to this apparent inconsistency. Perhaps this was one of the weaknesses falling out of our desired questionnaire brevity. Significantly, however, large differences AACSB/non were noted here. The proportion of non-AACSB schools reporting fewer than 45 general education credits (67%) required was much greater than the AACSCB level (45%).

Such inconsistent approaches might influence discipline-specific, standardized tests such as the MFAT, which many business programs rely on as a key indicator of business program success – or for whatever content-specific, standardized tests the future may hold for us (re: Spelling et. al). Academics, industry, and professionals all cite the importance of non-technically grounded managerial skills (discussed at length above). These skills do not lend themselves to standardized objective testing. Detail-oriented, technical, disciplined-based content do lend themselves to testing. Will the tests drive the programs?

We tried to find, for a typical business major, how many credits are required beyond the core of required business courses. Major concentration areas, such as accounting, may cause variation; we used the management concentration for consistency. We suspect that our question may not have been completely clear as 8% answered none, a program many of our students might desire. The remainder appear valid, however. Most programs required 17-22 credits in upper level major courses, with 8% requiring over 28 such credits.

Foreign language requirements were of particular interest to our university. About 75% of programs, AACSB and non alike, have no foreign language requirement whatsoever. Nine percent require one course, 9% require two courses, and 6% require 10 credits or more. Surely

³ In fairness we did not ask for, and cannot report on, program depth, the use of integrated courses, active-based, collaborative learning models, nor the course structure or content, which may in fact include creative approaches, critical thinking skills, interactive communications, and problem solving. The reported program structures do, however, appear unappealingly similar to that which we are most familiar.

business programs give low priority to the value of foreign language. As we turn more international, requiring more global content and courses, perhaps this area requires further consideration. Those in the language area may argue, persuasively, that language development promotes desired higher levels of cognitive skills, including those sought in business, and cultivates a sense of multicultural awareness, independent of the value of the language itself.

Business and society, business law, and other courses where ethics are typically covered in more depth than other curricular areas, were required by almost all schools: 94%. Very interestingly, the AACSB schools predominantly covered this in once course (88%), while 24% of non-AACSB schools required 4 or more credits, (compared to only 6% of AACSB schools).

Information technology, a critical need in today's business world, showed that 48% of AACSB schools required 3 or less credits for graduation; while an unexpected 70% of non-AACSB would graduate students with 3 or less credits of information technology. This surprised the authors, that so little would be considered adequate preparation for students entering today's business world. It also surprised us that essentially no one requires more than 6 credits. This may be misrepresented. Technology may be embedded in other courses. Systems courses dealing with information management may not be considered "technology" courses. Or perhaps some of the general education requirements are in computer systems across campus in disguise. It may be, as well, that our sample, representing typically smaller schools with more budget constraints, simply cannot afford the typically higher-paid and in-demand information technology faculty; by default, less courses available, less courses required.

Other Areas of Interest:

- 20% of AACSB schools require 9 or more credits of economics – with the majority at the standard micro/macro 6 credits. (15% of non-AACSB schools likewise required over 15% credits in economics for graduation.) About 5% of schools required 4 or less economics hours.
- English Literature: An area of controversy at our school; the business program requires it (3 credits), while liberal arts does not! About two third of business programs require English literature, with most at the one course level. However 15% of AACSB schools, and only slightly less non-AACSB, require two literature courses, which appears significant. (Respondents may have misunderstood our intention here. We were looking beyond the typical second semester of required English, which may include or even focus on literature. Some respondents have included that second semester, required English course here.)
- About one third of the schools will allow graduation with only one math course. Most, however, require the standard two courses. Eighteen percent of non-AACSB (0% of AACSB) require 9 or more credits. This difference is difficult to rationalize.
- Most schools require one speech (communications) course, but about 20% required no speech or communications.
- Laboratory science is required by all, but about one quarter only required one course; over half required 8 or more laboratory science credits.

- The “histories” are difficult to categorize, while keeping the questionnaire brief and simple. Also some schools, as with ours, have a ‘basket’ of history/politics requirements from which to choose, adding to potential response difficulty. We broke history into world and American and hoped for the best. One fifth, and one third, of AACSB and non (respectively) did not require any world history at all, and about half of both had no American history specific requirements. About half seemed to require one world and one American history course, with about one fifth of both schools requiring two world history courses; only 6% of schools required two American history courses.
- As with history categorization, humanities represent perhaps complicated program / response choice issues. AACSB and non-AACSB responses differed greatly. Sixteen percent of AACSB schools reported no humanities requirement whatsoever (vs. 3% non-AACSB). About one quarter (of both) required one course. Two courses were required by only 19% of AACSB school, while twice that, 39% of non AACSB schools required two courses. This reversed, however, at the higher levels, with 39% of AACSB schools requiring 3 or more courses, versus on 21% of the non-AACSB. What this summarized to is: about 60% of AACSB and non-AACSB alike required two or more courses in humanities, with significantly more AACSB schools requiring three or more courses.
- Although about 80% of all business programs do not require internships, the converse is that 20% do, which seems commendable in an area fraught with logistical and other problematic administrative issues.
- One fifth of all schools have no free general education electives. Certainly Baker and Prenshaw (2007) would be appalled at such lack of incentive to pursue what they believe to be areas of exceptional opportunity for business education. Likewise some 20% (again the AACSB and non-AACSB are, in this case, disappointingly, congruent) of programs offer their students no opportunity to explore business disciplines beyond the core, outside of their majors. Pleasingly, 29%, and a full 48% (AACSB and non-AACSB, respectively) allow three or more courses above the core in non-major business areas, however.
- Capstone courses represented a final area of both harmony, and discord, between AACSB and non-AACSB: Essentially all business programs have a business capstone course (100% of AACSB; 85% of non-AACSB). While most AACSB institutions (67%) have general education capstone courses, only in one of eight (12%) of non-AACSB institutions did. This is an interesting difference, perhaps showing that larger schools (which AACSB schools tend to be) have more developed general education programs – if capstone proxies for more developed. Beyond that thought further speculation is difficult.

CONCLUSION

It is difficult, knowing what program best suits the needs of our business students and society. Further complicating the issue, perhaps to the unattainable, is that individual students learn differently. We find it disappointing that the literature we reviewed, conferences attended, seemed to direct itself toward some holy grail of program design, once uncovered, search complete. It can't be.

Still a cornerstone design remains a necessary foundation, one that has been worked upon, with great intensity and integrity, by many. Although results are mixed, the goal is not without great difficulty, and at least we agreed on approach: to build socially responsible managers, able to think critically, communicate effectively, and attack problems in creative, yet systematic manners. And we had consensus on active learning environments, with integrated programs, collaborative approaches, and interactive settings. Discipline-specific content was important, but secondary, liberal education, integrated into the curriculum was considered key to success.

Necessarily, such goals did not lend themselves to outcome-based, objective performance measures. It is difficult to objectively, "answer a, b, c, or d, please," measure that which cannot really be defined: creativity. The AACSB was cooperative: their "build it, and we shall approve..." mission-based, individualized accreditation model is generally well accepted.

Along comes Spelling and others, not necessarily arguing the merits of the conceptual learning goal, but questioning the outcome if it cannot be measured. A change is in the air; academia is sensing it, and senses, correctly, it is better to be part of the change, than be the changed. We believe our findings, which show the essentials of program composition for our segment of schools, mostly regional, mid-sized, public universities, provides a foundation from which to develop a responsive program of business education. Whether movement along the accepted path, or a shift in direction is called for, knowing where you stand, along with a large group of peers, is an important beginning. We believe we have provided that.

In addition, this survey answers less exotic, more practical questions, such as how prevalent is a foreign language requirement in peer business programs. (Answer, not very.) Other information may be valuable in our and other universities' program evaluation efforts. Information such as total credit requirements (almost 20% require in excess of 128 credits), number of general education credits, English literature relevancy, information technology needs, and, we believe many other areas of program importance are covered.

Finally, we have much data. This paper discussed results for all respondents, in total, and sorted by AACSB and non-AACSB. Our university "dashboard" of peer institutions

includes other descriptive demographics, some of which may provide interesting correlations, such as reporting on credits required in various areas run against SAT scores, or student to faculty ratios, graduation/retention rates, instructional spending per student, and others. Spending ratios might prove quite revealing. Multiple regression modeling might show engaging results.

Whatever the ultimate course of program design and learning approach may result from the potentially developing controversy, we are proud that higher education remains in active pursuit of achieving the best for its students and society. The struggle will be difficult; perhaps the survey helps clear the path in some small way.

. . .

Aesop once told a story about a fox chasing a rabbit for his mid-day meal. The fox chased and chased. He came close, again and again. The rabbit was terrified. Exhausted, both animals slowed, still the rabbit remained elusive, hippidy-hop. That rabbit; not an easy target. Finally the fox stopped. There was a dog watching much of this. The dog was quite entertained, laughed and laughed. The fox was a little chagrined, with the dog's contentious laughter. Then the fox countered to the dog "listen, the rabbit was running for his life; for me it was just a meal." Are we simply looking for a meal?

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APPENDIX: Following is a list of the universities participating in the survey:

