

# ROWAN UNIVERSITY CURRICULUM PROPOSAL

**PROPOSAL TITLE:** **CHANGES IN PRE-MBA PROGRAM FOUNDATION REQUIREMENTS**

**CHECK APPROPRIATE:**  UNDERGRADUATE  GRADUATE  SEMESTER HOURS

**SPONSOR(S):** Kimble Byrd, Robert Fleming, Berhe-Habte Giorgis, Larissa Kyj, Jooh Lee, Tom Michael, Dilip Mirchandani, and Chee Ng

**DEPARTMENT/TELEPHONE #** College of Business (MBA Program)/256-4048

**CHECK ONE:**  COURSE  MINOR PROGRAM  CONCENTRATION  SPECIALIZATION  
 ACHIEVEMENT CERTIFICATE  CERTIFICATION PROGRAM  MAJOR PROGRAM

**Step #1 (Department)**

Approved (Date) 10/24/97

Not Approved (Date)

Berhe Habte-Giorgis  
Dept. Curriculum Chr.

10-24-97  
Reviewed (Date)

Dilip Mirchandani  
Dept. Chr.

**Step #2 (Receipt)**

SCC# 97-98-216

11-19-97  
Date Received Senate

J. Reena  
Senate Curriculum Chr.

**Step #3 (School)**

Reviewed Date: 11/24/97

Recommend to Approved

Recommend NOT to Approve

Forward for Open Hearing:

WITHOUT Reservations

WITH Reservations:

Comments:

[Signature]  
School Committee Chr.

**Step #4 (Academic Dean):**  Recommended  NOT Recommended  Conditionally Recommended (See Comments)

Comments:

Dean Signature/Date [Signature] 11/24/97

**Step #5 (Senate Curriculum Committee):** Open Hearing Date: 12/12/97 Approved by Curriculum Committee Date 12/12/97

Returned to Sponsor(s) for the following reason:

**Step #6 (Senate)** Date announced/voted on at Senate 12/16/97 if voted on  Approved  NOT Approved

Date forwarded to Executive Vice President/Provost \_\_\_\_\_

Senate Curriculum Committee chair Signature/Date: J. Reena 1/13/97

Step #7 (Executive Vice President/Provost): Date Received \_\_\_\_\_

Approved

NOT Approved If no, reasons are as follows:

Student Credit Hours \_\_\_\_\_

Faculty Load Hours \_\_\_\_\_

Equalized Credit Hours \_\_\_\_\_

Official Copy & Approval Sheet Filed (Date) \_\_\_\_\_

Executive Vice President/Provost Signature \_\_\_\_\_

*C. Mott*

**Registrar**

Date Approved Course Description Received 28 June 98

Hegis Taxonomy and Course Number Assigned 16/A

Date/Signature of Registrar \_\_\_\_\_

*B. Kelway*

**Notification Forward:**

\_\_\_\_\_ Senate Curriculum Committee Chairperson

\_\_\_\_\_ Department Chairpersons

\_\_\_\_\_ Academic Dean(s)

\_\_\_\_\_ Registrar

\_\_\_\_\_ Sponsor(s)

# MBA PROGRAM CHANGES

## Overview

### Background

The MBA Program was initiated in 1988. At this time, the basic structure of the Program was created in accordance with contemporary trends in graduate business education. The curricular structure was designed primarily along functional lines, as were business organizations.

Over the last ten years, there have been a number of significant changes in the structure of business organizations that, in turn, have influenced the content and pedagogy of graduate business education in the US and beyond. As a result of these accumulated changes, the primary accrediting body for Business Schools – the AACSB – is emphasizing cross-functional integration and interdisciplinary curricular approaches. Hence, achieving significant integration in the redesigned MBA curriculum is a primary goal.

The current emphasis on integration has also resulted in MBA programs becoming more streamlined as redundancies are eliminated and the most important skills and processes become the main foci of such programs.

Hence, the current effort to redesign the Rowan MBA Program results from a dual imperative: to achieve significant integration and streamline the Program curriculum to be competitive with programs in the region. The proposed changes also address the criteria and guidelines set forth by the AACSB.

### Key Changes

#### **Foundation (Pre-MBA)**

The proposed changes can be discussed as they relate to foundation, or Pre-MBA, courses, and the MBA curriculum.

The foundation (Pre-MBA) courses are relevant for students who do not have an academic background in business. Such students were required to take 11 undergraduate courses to be prepared for graduate courses (Attachment A-1). In keeping with the AACSB guidelines and current trends in MBA Programs, the proposed foundation requirements have been streamlined to address the main basic proficiencies through courses in accounting, economics, finance, management, marketing, and quantitative methods. These proposed foundation requirements may normally be met by a minimum total of 6 undergraduate courses (18 credits). The Director of the MBA Program will determine the need for foundation courses by considering equivalent or substitute courses to fulfill the above mentioned basic proficiencies.

The main changes being proposed are:

1. Financial Accounting and Managerial Accounting will be integrated into a single course -- Foundations of Accounting -- sponsored and taught by the Accounting Department
2. Macroeconomics and Microeconomics will be integrated into a single course -- Principles of Economics: Global Perspectives -- sponsored and taught by the Economics Department.
3. Statistics and Calculus T/A will be integrated into a single course -- Quantitative Methods -- sponsored and taught by the Math Department.
4. Elimination of Management Information Systems (MIS) and Legal Environment of Business as these topics are being integrated into the MBA Core, particularly in the two new integrated "keystone" and "capstone" courses.

The above mentioned changes focus on addressing the essential concepts, issues, and tools from each course in the context of their business implications. The proposed set of foundation (Pre-MBA) courses are summarized in Attachment A-2.

## **MBA**

The proposed changes in the MBA courses affects all students in the Program. The current MBA curriculum is summarized in Attachment A-3. While the total length of the proposed Program remains at 36 credits, the changes are designed to achieve significant integration. The overall proposed curriculum design is depicted in attachment A-4. The main changes being proposed are:

1. Create an integrated skills based "keystone" course, Integrated Management Skills.
2. Create an integrated cross-functional project oriented "capstone" course, Integrated Seminar.
3. Remove Quantitative Methods for Business Decision Making and Business Policy and Strategy from the core since essential elements of these courses will be covered in the new integrated courses.
3. Reduce the number of electives by one course (from three to two)
4. Make minor adjustments in discipline based core courses, to ensure smooth transitions and to eliminate redundancies, as implementation of proposed curriculum moves forward.

## **Process**

A special workgroup was convened for the MBA Curriculum redesign. Faculty members, representing every department and discipline, that teach MBA courses were members of this workgroup and are listed as sponsors for all the proposed curriculum changes. The proposed set of changes in the Pre-MBA and MBA Curriculum are interrelated and the entire set of proposed changes are to be viewed as a whole.

The process used for the entire MBA Curriculum Redesign was very inclusive. A number of important stakeholders were consulted as is evident from the Letters of Consultation that address the entire set of changes (Attachments B through F). In addition to College of Business faculty and department chairs within the College of Business, the Departments of Economics and Mathematics also support our proposed changes in the foundation courses by sponsoring and agreeing to teach the appropriate courses. The College of Business and MBA Advisory Boards were also consulted and support the proposed curriculum. Representatives of the Graduate School, College of Engineering, and a major MBA Program in the region have also expressed their support.

## ATTACHMENT A

### COLLEGE OF BUSINESS MBA PROGRAM CHANGES

#### A-1

##### Present Pre-MBA Program (33 credits)

Macroeconomics(DELETE)  
Microeconomics (DELETE)  
Statistics (DELETE)  
Accounting I (DELETE)  
Accounting II (DELETE)  
Principles of Finance  
Principles of Marketing  
Principles of Management  
Calculus T&A (DELETE)  
MIS (DELETE)  
Legal Environment of Business (DELETE)

#### A-2

##### Proposed Pre-MBA Program (18 Credits)

Foundations of Accounting (NEW)  
Principles of Economics (NEW)  
Quantitative Methods (NEW)\*  
Principles of Finance  
Principles of Marketing  
Principles of Management

\*Quantitative Methods is a new course being prepared for submittal by the Math Department

#### A-3

##### Present MBA Program (36 credits)

Organizational Behavior and Theory  
Quantitative Methods for Business(DELETE)  
Managerial Accounting  
Marketing Management  
Managerial Finance  
Production Management  
Issues in MIS  
International Business & Strategy  
Business Policy & Strategy (DELETE)  
Electives (9 cr) (REDUCE TO 6 cr)

#### A-4

##### Proposed MBA Program (36 credits)

Integrative Mgrl Skills (4.5 cr) (NEW)  
Managerial Accounting (3 cr)  
Managerial Finance (3 cr)  
Organization Behavior & Theory (3 cr)  
International Business & Society ( 3 cr)  
Production Management (3 cr)  
Marketing Management (3)  
Issues in MIS (3 cr)  
Integrative Seminar (4.5) (NEW)  
Electives (6 cr)



*Dean of The Graduate School*

October 21, 1997

To: Dr. Dilip Mirchandani

From: Marion Rilling, Dean *M.R.*  
The Graduate School

Subject: Support for the proposed program revisions for the Master's in Business Administration

As a member of the MBA Advisory Board and as the Dean of The Graduate School I watched, with great admiration, the struggle in which all have been engaged to better integrate and synthesize the MBA Master's degree program. I am impressed both with the highly inclusive process that has characterized these efforts and also, with the results.

The keystone and capstone courses, in my opinion, are sound curricular approaches to meeting program objectives. They provide initial focus on the skills needed in the field and culminate in a structure requiring the integration and application of program discipline knowledge. It is important to note that you have also streamlined the foundation component of your program, the Pre-MBA undergraduate courses. I believe that the reduction of course credits and the integration of course experiences will serve students well and continue to demonstrate that we are a very attractive place for graduate study.

I have been pleased to be part of this consultative process, and I can support this revised program wholeheartedly. Be assured that The Graduate School will continue to offer any help that we can as you proceed through the approval process and, ultimately, as we begin implementation.

Please forward my congratulations to your committee members for a job well done. Best personal regards.

c Dr. C. Matteson  
Dean S. McNeil

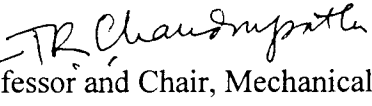


# **ROWAN**

*School of Engineering*  
(609) 256-4670  
Fax: (609) 256-4950

To: Dr. Dilip Mirchandani, College of Business

Date: October 23, 1997

From:  Tirupathi R. Chandrupatla, Professor and Chair, Mechanical Engineering

I am writing this letter in support of your proposed new curriculum for MBA program. It has been my pleasure to be associated with your program as a member of the advisory committee. I have participated in all the deliberations leading to the current proposal. The proposal is a sound one and is in line with the regional and industrial needs. The program as proposed competes well with other programs in the country.

One aspect of the pre-MBA where a new course combining micro and macro economics is proposed is innovative. Our undergraduate engineering program will have an interest in this course. For those engineering students who wish to pursue an MBA, this should provide a good common ground.

ATTACHMENT D

**MARK SYSTEMS**  
AMERICAN MANAGEMENT ENTERPRISES, INC.

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October 22, 1997

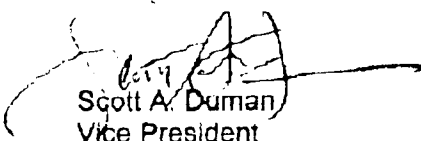
Mr. Dilip Mirchandani  
MBA Director  
Rowan University  
201 Mullica Hill Road  
Glassboro, NJ 08028

Dear Dilip:

As a member of the MBA Advisory Committee, I have had the opportunity to participate in the discussions that lead to the proposal for changes in the MBA Curriculum. As a graduate of the MBA Program at Rowan, I have first hand experience with the current Curriculum. I believe the proposed Curriculum changes will strengthen the program and I support them wholeheartedly.

If I can be of further assistance, please feel free to contact me at 778-7788.

Sincerely,

  
Scott A. Duman  
Vice President



Mathematics Department

TO: Dilip Merchandini  
Director of MBA program

FROM: Abera Abay, Curriculum Committee  
Chair, Department of Mathematics

DATE: October 24, 1997

SUBJECT: Quantitative Methods for Business

*Abera Abay* *Abay*

I have reviewed the contents of the course "Quantitative Methods for Business".  
I believe that this will be an excellent course for MBA students without the quantitative  
background and our department supports it.

B1  
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However, since I received your letter a week ago, I am unable to send a course proposal  
to the Senate. If you are interested, the Mathematics Department can write a short term proposal  
and be able to teach it in Fall 1998.

ATTACHMENT F

U N I V E R S I T Y O F

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# CONNECTICUT

DAVID D. PALMER  
Executive Director - MBA Programs  
Storrs, Hartford, Stamford

October 24, 1997

Dr. Dilip Mirchandani  
MBA Program  
School of Business  
Brunce Hall  
Glassboro, NJ 08028-1701

Dear Dr. Mirchandani:

Rowan College's proposed MBA program incorporates important elements to educate managers more effectively. Most importantly, your changes begin with a 4.5 credit keystone or cornerstone cross-functional course and conclude with a 4.5 credit capstone integrative set of activities. Effective delivery of these courses will enhance the preparation of your students for the realities of the contemporary business world. As you develop the capstone project requirements I urge you to emphasize applied real-life activities if possible. From our experience at UConn and from my discussions with colleagues at other universities, I would emphasize that the benefits of this type of change are not limited to students; the faculty can benefit greatly. In the short run, they will become better informed about their colleagues' work and perspectives. In the long run, they can develop valuable collaborative relationships in teaching and research.

Another key aspect of your proposed change is your decision to have a more streamlined program. Throughout the United States and beyond, the rapidly changing pace of business is leading students and their employers to accelerate the formal education process. Moving in a responsible way from a maximum of 69 credits to 54 credits is an appropriate response to our changing environment.

Overall, I believe your new program will address many of the issues that Porter and McKibbin identified. From what I can tell in your documents, your approach addresses the major concerns that are the themes of MBA change and deals with those concerns in ways that reflect Rowan's traditions and strengths.

I am pleased to have had the opportunity to learn about the proposed changes in Rowan College's MBA program. As the Executive Director of the University of Connecticut's full-time program in Storrs and our two evening programs in Hartford and Stamford, I oversee approximately 1200 students. I am very interested the changing face of MBA education. Also, as you may know, I have been the UConn representative to the Graduate Management Admissions Council for more than five years. My work with that organization provides me the opportunity to gain knowledge about a variety of MBA issues.

Best regards,



David D. Palmer, Ph.D.  
Associate Professor of Management and  
Executive Director of MBA Programs



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