

# GRADUATE PROGRAM IN BUSINESS ADMINISTRATION

*A distinctive MBA program at*  
**Eastern College**

## Program Summary

All MBA Courses will be held during the evening from 6:30 to 9:15 P.M. The core program includes accounting, economics, finance, marketing, management and quantitative courses plus Business Ethics. In addition to the regular MBA program, concentrations are offered in the fields of Health Administration and Public Policy/Business Environment.

### Goal and Philosophy

Because Eastern is a Christian college the MBA program is designed to educate business leaders who will possess a sense of value and ethical practice in addition to well-developed professional and interpersonal skills. The core curriculum is designed to insure the achievement of these goals. Requirements include a thorough grounding in the basic skills as well as in ethics. The concentrations prepare students to serve in administrative capacities in areas where questions of values and ethics impact the lives of large numbers of people. Faculty members at Eastern College are dedicated to combining scholarship and experience with a genuine interest in their students as individuals.

## Accreditation & Membership

The graduate program is approved by the Pennsylvania Department of Education. Eastern College is accredited by the Middle States Association of Colleges and Secondary Schools and is a member of the American Assembly of Collegiate Schools of Business.

## General Requirements of Program

### SEMESTER CREDITS

	Regular MBA Program	Public Policy Option	Health Admin. Option
Core Courses	24	21	28
Special Course Requirements	0	12	15
Electives	12	3	3
<b>TOTAL</b>	<b>36</b>	<b>36</b>	<b>36</b>

## Public Policy/Business Environment Concentration

This option provides students with a substantial knowledge of public sector problems and an awareness of the influence of the social and political environment on decision making and implementation. The courses will investigate the moral and ethical responsibilities of business and social and economic institutions from a Christian perspective.

## Health Administration Concentration

The Health Administration option is designed especially for nurses and others in the allied health field. The courses are particularly aimed at the issues and problems common to hospitals or health institutions where there are many business decisions to be made at the nursing administrative level. The program seeks to make the student aware of the interaction and interdependence of health administration with economics, medicine, politics and the social sciences.

## Admission Procedures

Those wishing to apply for admission to the MBA Program are required to submit the following:

1. A completed application form
2. A non-refundable application fee—\$15.00
3. Official transcripts from previous colleges attended
4. Two letters stating applicant's qualification for graduate work
5. Results of the Graduate Management Admission Test (GMAT)

### HOW TO GET STARTED!

Tear off the attached form and return it to the MBA Office, Eastern College, St. Davids, PA 19087. An application form and MBA catalog will be mailed to you. Indicate whether you are interested in the regular MBA program, the Public Policy Concentration or the Health Administration Concentration. You can also call the office at (215) 688-3839.



*October*  
~~September~~ 2, 1980

MEMORANDUM TO: Dr. Daniel E. Weiss, President  
FROM: Dr. Edward H. Pauley, Vice President and Academic Dean  
SUBJECT: MBA Proposal

I am attaching a copy of Lin Geiger's September 2, 1980 proposal to me for the establishment of an M.B.A. program at Eastern College by the Fall of 1981. I have held on to it for a month while I thought through the implications. I am ready now to forward it to you with my own positive endorsement.

Lin Geiger talked with me about his interest in starting an M.B.A. program here when he was first interviewing for the chairmanship of the Department of Economics and Business Administration. Of course, he was then teaching in such a program at Widener and could have been expected to be enthusiastic about it. I told him then that we were giving serious consideration to including a Master's degree program in his area in our long-range plans. I also told him that we would have to review a concrete proposal when it was submitted and decide at that point the proper timing for its implementation. A concrete proposal is now before us.

I have had several conversations with Lin last Summer and early this Fall and have probed as hard as I can the various areas we would have to consider in forwarding such a proposal. In particular, I had a long discussion with him at the time the accreditation specialist from the Pennsylvania Department of Education visited us. On the basis of these exchanges and the visit, I am convinced it is worthwhile pressing ahead. I shall try to indicate why.

The one argument that Lin has hammered away at with the greatest persistence is that of timing. His point is that no one else on the Main Line is currently offering an M.B.A. and that no other Christian college in the country (as far as he knows) is offering one. We have a chance to be first and to reap whatever benefits accrue to getting out of the gate before the rest of the pack. Further, we face a peculiar political and regional situation in which those who get to the Pennsylvania Department of Education first may be given favorable consideration over others. Our recent success in getting the school nurse certification program approved (over Widener's objections) bears witness to that fact.

His second concern is for Eastern's growth and distinctiveness and that of his own program. He is correct about the demographic statistics which show much greater promise for programs aimed at graduate level students than at undergraduates in the next decade. He is also on target about the ability of Eastern to offer a distinctive, values-based program that would meet the needs expressed by business schools and corporations for managers who can relate business acumen to social needs and values.

I am convinced that no other Christian college in the country has the resources we have to do this kind of integrative job (e.g., Tony Campolo at the College and Ron Sider at the Seminary). We already have a reputation for leadership in the area of evangelical social concern, and we already have a program that seeks to do this kind of integrative task at the undergraduate level (SIFE). If any school should offer a values-based M.B.A. program, Eastern should.

As far as other traditional resources are concerned, I have a concern in two major areas: faculty and library. I think the library side is more quickly solvable than the faculty side. We can simply earmark a special portion of our library book and periodical budget to build the collection rapidly.



On the faculty side, our resident faculty are undercredentialed, with the exception of Lin. Howard will be far enough along by the time we launch such a program that he can help us. Si is making good progress and should be in a position to help us in the second year. Phil is not going to have the paper credentials we need and so we are probably going to have to add someone in Accounting in fairly short order. Lin pointed out that this is the strongest area in the department enrollment-wise, and he has someone in mind right now with very good credentials.

Lin plans on making extensive use of adjunct faculty at the outset (Gil Heebner from PNB, for example), and argues that this is common practice in M.B.A. programs, especially those offered primarily in the evening (as ours will be initially). He feels that this will not be an insurmountable obstacle to the accreditors. I am just a tad less sanguine than he on this account.

One fact has to be faced squarely: an application for a change in our charter to offer a Master's degree program will call down a full-scale site visit by the Pennsylvania Department of Education, and possibly Middle States. The visitor from the Department told us this past Summer that he would expect about a 12 page document that provides bottom line financial figures for the institution as a whole and an in-depth look at the academic department and program being considered. I have two reactions to this fact: (1) we are coming off two years when we finished in the black - which might make this the best year for a visit, and (2) we have had a sharp downturn in our enrollment this Fall - which could make it the worst year.

We will have a Middle States site visit in two years anyway, so they may elect to review the M.B.A. program at that time, assuming approval by the Pennsylvania Department of Education. If my hunch is correct, we would only have to face the State this year. If we wait beyond this year, we almost should wait until Middle States comes in 1982. But then, we could have lost the timing advantage and another Main Line institution might be first in line. Further, Seattle Pacific would probably have their M.B.A. program off the ground before then, and would have the psychological advantage over us that Lin is counting on.

One cost factor Lin has built in would be very problematic for us this year: the heavy publicity costs he ball-parked in his budget. We would have a tough time coming up with those dollars at a time when we will probably be expending a maximum effort to get laboratory equipment for the Lankenau students for the Fall of 1981. Perhaps we could (he could) special-fund this money.

I asked Lin to check on a credible consultant who could advise us. He has the name of an individual who steered through the only professionally accredited M.B.A. program in this immediate area. If you agree, I would suggest that Lin show his proposal to this individual and report back his findings to us, or have him come in with Lin.

But first, I want to recommend that you and I sit down with Lin so you can take your own measure of his proposal. You may discover some soft spots that I have not. I suspect that you will come away convinced that we ought at the very least to bring in this consultant. In any case, the worst thing we could do to someone with Lin's spirit and ability would be to shelve his proposal without giving it a fair hearing. What do you think?

EHP/am



TO: Dr. Edward H. Pauley

FROM: Lin Geiger

DATE: September 2, 1980

SUBJECT: Proposed MBA program

Attached is the MBA report. It reflects my strong feelings which I've mentioned to you verbally, that it would be in Eastern College's best interest to attempt to establish an MBA program as soon as possible. The report consists of the following sections:

- A. Market Analysis
- B. Changing Role of Business in Society - Implications for an MBA program.
- C. Proposed Curriculum
- D. Analysis of Income and Costs

Please let me know if you would like certain sections modified. If you believe the conclusion of the report (stated above) has merit, advise if I can help sell it to the administration.

AMBAE report

11%

CPC study

7%

*Lin Geiger*

#### 1. DEMOGRAPHIC ANALYSIS

The predicted shortage of traditional-age college students for the rest of this century has been well publicized. (e.g. Chronicle 1/7/80 issue, CLEO 1978 Newsletter, Pa. Dept of Health 1976 Annual Report, The Master Plan for Higher Education in Pennsylvania 1978). Between 1979 and 1995 high school graduating classes will decline about 20% throughout the country and 37% in Pennsylvania. The reduction in Region I - Philadelphia, Bucks, Chester, Delaware and Montgomery Counties - will be similar to Pennsylvania's 37% drop.

On the other hand, as the following data indicates, the 23-45 age group will be growing substantially.<sup>2</sup>

Group	UNITED STATES			PENNSYLVANIA		
	1975 In Millions	1990 In Millions	Percent Change	1975 In Millions	1990 In Millions	Percent Change
23-35	40.1	51.1	+22.4%	2.02	2.53	+25.2%
36-45	22.5	34.8	+54.7%	1.23	1.65	+34.1%

The great majority of the MBA students will come from this age group. Data for Region I also confirms this growth. According to Dr. Ronald C. Waltz, V.P. of Academic Affairs, Cheyney State College, between 1975 and 1985 the number of Region I adults aged 23-44 is expected to increase by 28.9 percent.<sup>3</sup>

1. AACSB NEWSLINE, Volume 10, Number 5, July 1980

2. Source, Tim, Wang, and Simonds, "Demographic Trends and Enrollment Pools" University of Pittsburgh, 1978, pp 5, 7.

3. CLEO November 1978 Newsletter



## A. MBA PROGRAM - MARKET ANALYSIS

As the section entitled "Demographic Analysis" indicates, the age group from 23-45 which represents the MBA market will be growing the next decade. Not only are the numbers favorable but there seems to be an increasing interest in business programs. A study conducted for the Delaware County Community College by Response Analysis Corp., Princeton, New Jersey, noted that 41% of all Delaware County adults not presently attending any post-secondary institution are interested in furthering their education and that "business/commerce" is the career curriculum mentioned most often. It appears that most young business people believe that an MBA degree is becoming more and more essential for progression within a business organization.

An indication that the demand for MBA students is strong and probably may well be in excess of supply is revealed by the following recent data for 1980 MBA graduates:<sup>1</sup>

	Increase in Hirings (over 1979)	Increase in Salary (over 1979)
AMBAE report	11%	7.6%
CPC study	7%	

In addition to the demographic analysis, following is a discussion of MBA programs in the Delaware Valley and in Christian colleges which reveal a unique opportunity for Eastern College.

### A. DEMOGRAPHIC ANALYSIS

The predicted shortage of traditional-age college students for the rest of this century has been well publicized. (e.g. Chronicle 1/7/80 issue, CLEO 1978 Newsletter, Pa. Dept of Health 1976 Annual Report, The Master Plan for Higher Education in Pennsylvania 1978). Between 1979 and 1995 high school graduating classes will decline about 20% throughout the country and 37% in Pennsylvania. The reduction in Region 1 - Philadelphia, Bucks, Chester, Delaware and Montgomery Counties - will be similar to Pennsylvania's 37% drop.

On the other hand, as the following data indicates, the 23-45 age group will be growing substantially.<sup>2</sup>

Group	UNITED STATES			PENNSYLVANIA		
	1975 In Millions	1990 In Millions	Percent Change	1975 In Millions	1990 In Millions	Percent Change
23-35	40.1	53.1	+32.8%	2.02	2.53	+ 25.2%
36-45	22.5	34.8	+54.7%	1.23	1.65	+ 34.1%

The great majority of the MBA students will come from this age group. Data for Region I also confirms this growth. According to Dr. Ronald C. Waltz, V.P. of Academic Affairs, Cheyney State College, between 1975 and 1985 the number of Region I adults aged 25-44 is expected to increase by 28.9 percent.<sup>3</sup>

1. AACSB NEWSLINE, Volume 10, Number 5, July 1980

2. Source, Timm, Wang, and Simonds, "Demographic Trends and Enrollment Pools" University of Pittsburgh, 1978, pp 5, 7.

3. CLEO November 1978 Newsletter



## 2. MBA PROGRAMS IN THE DELAWARE VALLEY

The colleges and universities in the Delaware Valley with MBA programs are:

- (1) Drexel University
- (2) LaSalle College
- (3) Lehigh University
- (4) Pennsylvania University
- (5) Philadelphia College of Textiles and Science
- (6) Rider College
- (7) Rutgers University - Camden Campus
- (8) St. Joseph's College
- Temple University
- (9A) Ambler
- (9C) Center City
- (9M) Main Campus
- (10) Widener University

The attached map which locates these institutions reveals a need for an MBA program in the Western suburbs. The inadequacy of the offerings in this area explains the remarkable growth of Widener's MBA program. They started in 1969 and within 10 years had 850 students which included approximately 125 in the Health Administration area. Based on an analysis made a few years ago, the students at Widener came from the following locations:

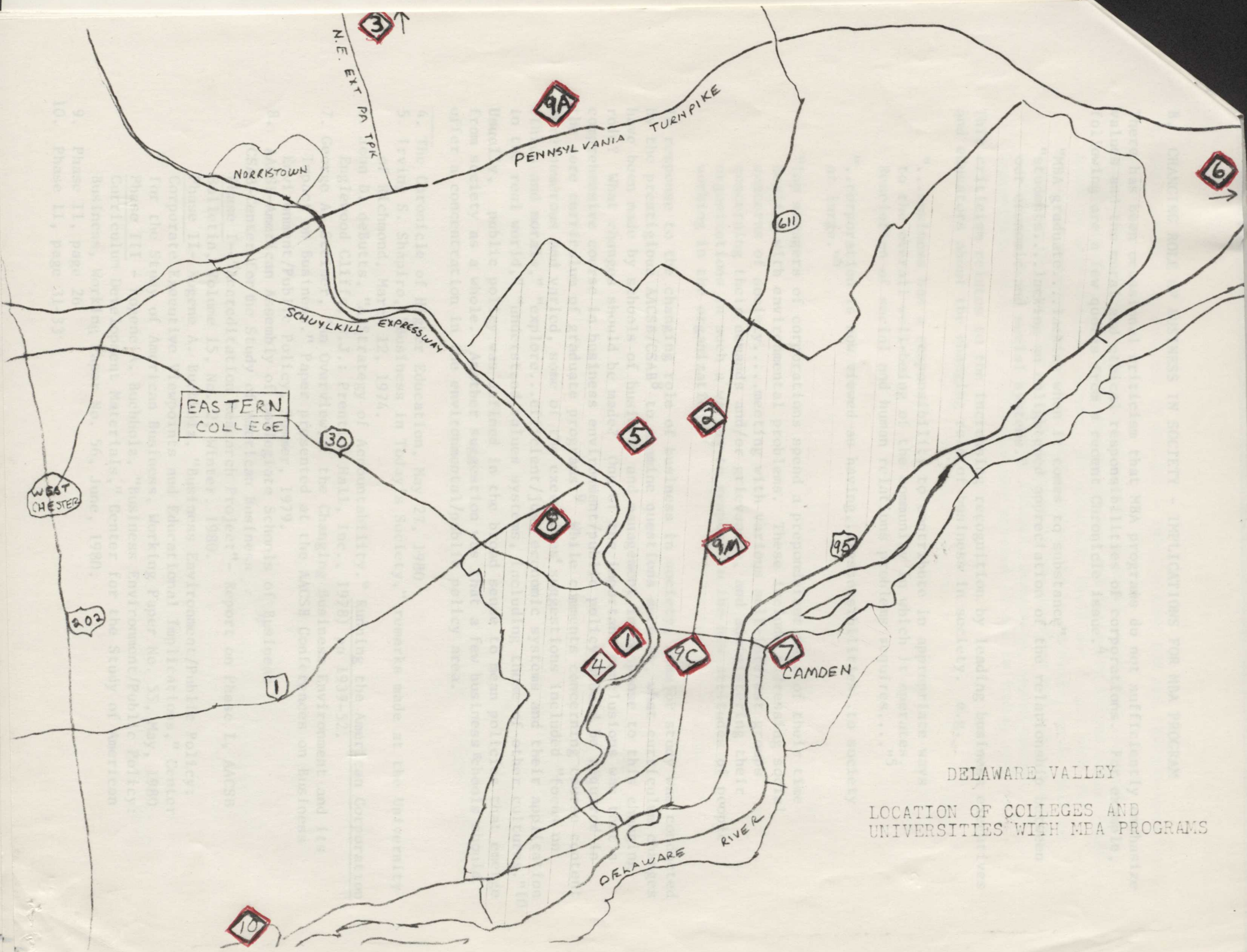
Chester County	15.5%
Delaware County	47.0
Delaware State	18.0
Montgomery County	2.5
New Jersey	13.0
Philadelphia County	4.0
	<hr/> 100.0 %

There has been considerable speculation as to why Villanova and West Chester have not offered MBA programs. In regards to Villanova the reason consistently mentioned by professors in their business department (and by Widener MBA administrators who have naturally been concerned about the possibility of this development) is that they do not want to endanger their AACSB undergraduate accreditation. The AACSB accreditation standards for the graduate program are more rigorous and must be attained if both programs are offered. For example, 80% of the faculty must hold an appropriate doctoral degree at the graduate level versus 50% at the undergraduate level. While I'm not aware of any reasonable explanation about West Chester's inactivity, I suspect it is the result of bureaucratic lethargy.

## 3. MBA PROGRAMS IN CHRISTIAN COLLEGES

To the best of my knowledge, currently no member of the Christian College Consortium/Coalition offers an MBA program. Seattle Pacific is actively investigating this possibility. They have experienced rapid growth since they changed from a department to a School of Business (110 majors in 1977, 250 in 1978, 325 in 1979, and 400 in 1980) and I suspect that they will offer an MBA program by 1981. However, because of their location I do not consider that they will significantly affect our efforts. If we develop and offer a quality MBA program within the next few years and if we emphasize values and the integration of Christian principles, I believe that the approximately 50 members of the Coalition represent an important market. The business departments of many of the Christian schools have grown rapidly the past few years and a number of their graduates would probably be attracted to an MBA program at Eastern College.





DELAWARE VALLEY

LOCATION OF COLLEGES AND  
UNIVERSITIES WITH MBA PROGRAMS



## B. CHANGING ROLE OF BUSINESS IN SOCIETY - IMPLICATIONS FOR MBA PROGRAM

There has been occasional criticism that MBA programs do not sufficiently emphasize values and the moral and ethical responsibilities of corporations. For example, following are a few quotes from a recent Chronicle issue.<sup>4</sup>

"MBA graduate....lacking when it comes to substance"

"students....lacking an enlightened appreciation of the relationship between our economic and social systems."

This criticism relates to the increasing recognition by leading business executives and educators about the changing role of business in society. e.g.

"...business has a responsibility to contribute in appropriate ways to the overall well-being of the community in which it operates. Resolution of social and human relations problems requires...."<sup>5</sup>

"..corporation is now viewed as having...responsibilities..to society at large."<sup>6</sup>

"Top managers of corporations spend a preponderant part of their time dealing with environmental problems. These include addressing social concerns of society.....meeting with various self-interest groups concerning their demands and/or grievances, and administering their organizations in such a way as to respond to the new attitudes of people working in the organization."<sup>7</sup>

In response to the changing role of business in society, a major study was conducted by the prestigious AACSB/CSAB<sup>8</sup> to examine questions such as, what curriculum changes have been made by schools of business and management in response to this changing role? What changes should be made? One of the important conclusions was that a comprehensive course in business environment/public policy should be required in the core curriculum of graduate programs.<sup>9</sup> While comments concerning course content were numerous and varied, some of the executives' suggestions included "focus on ethics and morals," "explore...efficient/just economic systems and their application in the real world," "understand values systems, including those of other cultures."<sup>10</sup> Usually, public policy was defined in the broad sense to mean policies that emerge from society as a whole. Another suggestion was that a few business schools should offer a concentration in the environmental/public policy area.

4. The Chronicle of Higher Education, May 27, 1980

5. Irving S. Shapiro, "Business in Today's Society," remarks made at the University of Richmond, March 12, 1974.

6. John D. deButts, "A Strategy of Accountability." Running the American Corporation Englewood Cliffs, N.J.: Prentice Hall, Inc., 1978) pp 1939-52.

7. George A. Steiner, "An Overview of the Changing Business Environment and its Impact on Business." Paper presented at the AACSB Conferences on Business Environment/Public Policy, Summer, 1979.

8. AACSB-American Assembly of Collegiate Schools of Business  
CSAB-Center for the Study of American Business

Phase I--"Accreditation Research Project"- Report on Phase I, AACSB Bulletin, Volume 15, No. 2, Winter, 1980.

Phase II- Rogene A. Buchholz, "Business Environment/Public Policy: Corporate Executive Viewpoints and Educational Implications," Center for the Study of American Business, Working Paper No. 55, May, 1980

Phase III - Rogene A. Buchholz, "Business Environment/Public Policy: Curriculum Development Materials," Center for the Study of American Business, Working Paper No. 56, June, 1980.

9. Phase II, page 26

10. Phase II, page 31-33



## B. CHANGING ROLE OF BUSINESS IN SOCIETY - IMPLICATIONS FOR MBA PROGRAM--continued

Considering Eastern College's uniqueness, I would think that we could develop courses emphasizing social concern and Christian values which would speak to many of these points. We naturally could not forget that the principle mission of business will continue to be economic, so it will be necessary to also offer quality courses in the standard MBA subject areas--accounting, marketing, management, finance, economics, quantitative. Suggestions concerning curriculum are covered in the following section.

- a. Foundation Courses - required for students who have an inadequate knowledge of marketing, finance, management, accounting, economics, statistics, calculus and computers. These requirements are almost universally waived for individuals holding an undergraduate degree in business where similar courses were taken.
- b. General Requirements All programs but one consisted of two levels of course work, core requirements and electives. While a few programs required a large number of hours (64,60), most of the arrangements required thirty to thirty-six, e.g.:

Average Minimum Number	38.4 hours (12.8 courses)
Most typical Program (Mode)	30 hours (10 courses)
2nd most typical Program	36 hours (12 courses)

### c. Core Requirements

Average number in program	26.2 hours (8.7 courses)
Most typical programs (mode)	18 hours (6 courses)
2nd most typical program	24 hours (8 courses)

The courses are listed below in rank order on the basis of their frequency of inclusion in the programs:

- (1) Economics - many schools require 2 courses. Managerial economics is required most frequently, then Macroeconomics.

#### Percentage of Schools requiring 1 course

(2) Accounting	88%
(3) Finance	78
(4) Marketing	76
(5) Management Policy	90
(6) Quantitative Methods	86
(7) Organizational Behavior	71
(8) Management (usually organizational theory)	67

Other popular core courses were Communications, Business and Society, Information Systems, Statistics, Legal Environment and International Business.

- d. Electives - in most instances electives involved four courses in addition to the core requirements.



### C. PROPOSED CURRICULUM

One of the most complete analyses of MBA programs was conducted by East Tennessee State University last year. This is reviewed and then a proposed curriculum is suggested for Eastern College:

1. East Tennessee State University Study<sup>11</sup> - Based on a survey of two AACSB accredited schools from each of the 50 states and the District of Columbia. A summary of the findings are as follows.

- a. Foundation Courses - required for students who have an inadequate knowledge of marketing, finance, management, accounting, economics, statistics, calculus and computers. These requirements are almost universally waived for individuals holding an undergraduate degree in business where similar courses were taken.
- b. General Requirements All programs but one consisted of two levels of course work, core requirements and electives. While a few programs required a large number of hours (54,60), most of the arrangements required thirty to thirty-six. e.g.:

Average Minimum Number	38.4 hours (12.8 courses)
------------------------	---------------------------

Most typical Program (Mode)	30 hours (10 courses)
-----------------------------	-----------------------

2nd most typical Program	36 hours (12 courses)
--------------------------	-----------------------

- c. Core Requirements

Average number in program	26.2 hours (8.7 courses)
---------------------------	--------------------------

Most typical programs (mode)	18 hours (6 courses)
------------------------------	----------------------

2nd most typical program	24 hours (8 courses)
--------------------------	----------------------

The courses are listed below in rank order on the basis of their frequency of inclusion in the programs:

- (1) Economics - many schools require 2 courses. Managerial economics is required most frequently, then Macroeconomics.

Percentage of Schools requiring 1 course

- |  |      |
|--|------|
| (2) Accounting                                 | 100% |
| (3) Finance                                    | 98   |
| (4) Marketing                                  | 96   |
| (5) Management Policy                          | 90   |
| (6) Quantitative Methods                       | 86   |
| (7) Organizational Behavior                    | 71   |
| (8) Management (usually organizational theory) | 67   |

Other popular core courses were Communications, Business and Society, Information Systems, Statistics, Legal Environment and International Business.

- d. Electives - in most instances electives involved four courses in addition to the core requirements.

---

11. William P. Galle, "What's in an MBA Program" Collegiate News and Views XXXIII, No. 1, Fall 1979.