

AN ABSTRACT OF THE THESIS OF

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Title: A STUDY OF UNDERGRADUATE BUSINESS ADMINISTRATION

CORE CURRICULUMS IN SELECTED COLLEGES

AND UNIVERSITIES

Abstract approved: *George Walters*

The purpose of the study was to determine typical content of the core programs of undergraduate business administration at selected colleges and universities, and to survey the methods presently in use for changes in programs to meet the needs of business, government, and graduate and professional schools.

Ninety members of the American Assembly of Collegiate Schools of Business were selected for study of their undergraduate core programs in business administration. Of the 90 institutions which were selected, 30 graduated fewer than 100 students per year, 30 graduated from 100 to 299 students, and 30 graduated 300 or more students. The selection was further based upon a somewhat regular geographical distribution across the United States.

The catalog from each college or university was studied for business administration core requirements and course description. A questionnaire was sent to the deans of the schools of business to determine the accuracy of the core programs listed in the catalogs. It was also determined from the questionnaire the criteria which were used to make program revisions. The data from the catalogs and questionnaires were tabulated and compared with the data and recommendations of previous studies.

Conclusions

1. The common method for maintaining program evaluation was with a committee.
2. The common method for determining program changes was by faculty opinion.
3. The mean student/teacher ratio was 25 to 1 with a standard deviation of 8 to 1.
4. Most schools are not complying with the AACSB standards which suggest that Introduction to Business be included in the business core.
5. The common courses in the business core as indicated by 61 AACSB member schools are listed below:

Corporate Finance	Statistics
Accounting I	Economics II
Economics I	Marketing Principles
Business Law I	Management Principles
Accounting II	Data Processing
6. There is little difference in the course offerings between the smaller and larger schools.

Recommendations

1. In completing a similar study, the researcher should request the business core programs directly from colleges and universities, rather than study the programs listed in catalogs because of the difficulty of discerning the core programs as indicated in catalogs. This should reduce the error resulting from misinterpreting the catalog.

2. Because faculty opinion is used as the common method for determining program changes, faculty members should maintain some level of knowledge of the current needs and practices within their area of specialization through research, regional and national meetings, and regular contact with actual business problems.

3. Schools with higher student/teacher ratios should strive to achieve a lower student/teacher ratio.

4. Introduction to Business should be included in the business core programs.

5. A follow-up study might include a survey of elective courses from a sample of schools similar to the schools included in this study. A comparison of these courses could be made with the AACSB Standards of the common body of knowledge.

6. A study should be conducted of the business and industry needs, comparing those needs with the programs which are being offered at colleges and universities.

A STUDY OF UNDERGRADUATE BUSINESS ADMINISTRATION
CORE CURRICULUMS IN SELECTED COLLEGES
AND UNIVERSITIES

A Thesis
Presented to
the Division of Business and Business Education
Emporia State University
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Master of Business Administration

by
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Chapter 1

INTRODUCTION

A typical role and primary objective of many colleges and universities is to meet the contemporary needs of business, professions, government, and graduate and professional schools. Effective study in a qualified institution assures that the student will be able to serve a modern society.¹

Many institutions state their objective as a basic guideline for both the faculty and students. An example of this is found in the following statement.

Arizona State University educates for leadership, and responsible citizenship. Increased competence, improved moral and technical standards, expanded cultural horizons, and enhanced ability to seek answers to fundamental questions of human concern are the objectives of the University.²

For any university to achieve the objective as stated by the faculty and administration of Arizona State University, it must maintain a contemporary knowledge in a broad area of academics.

¹American Assembly of Collegiate Schools of Business, brochure, (Washington, D.C.), no date given.

²Arizona State University, Arizona State University General Catalog 1977-78, 1978-79, XCII, Number 2, (Tempe, Arizona, April, 1977, p. 8.

In the rapidly developing business, economic, and technological structure of today's modern society, new demands are placed upon the universities to keep pace, and present new developments to the students. This can only be accomplished by close coordination with business and society, improved research and program evaluation and modification.

The Problem

Within the United States, the undergraduate business programs of the colleges and universities must coincide with the dynamic society in which the students ultimately will be a part. If the colleges and universities are to accomplish their objectives, then it is imperative that the program be under constant evaluation and modification.

Purpose of the Study

The purpose of the study was to determine typical content of the core programs of undergraduate business administration at selected colleges and universities, to be used as a guide for those who wish to compare the results with the programs of the institutions with which they are associated. A second purpose was to survey the methods presently in use by colleges and universities for changes in programs to meet the needs of business, government, and graduate and professional schools.

Statement of the Problem

The primary problem was to compare course offerings in undergraduate core programs in business administration of selected colleges and universities and to determine the common core courses. An additional problem was to determine the factors that influence program revisions.

Delimitations

It was not the intent to evaluate the quality of the course content within the core programs of the population under study; however, the course descriptions were utilized in an effort to group the courses by content. A recommendation of the ideal program was not a consideration in this study, but it will be determined, the most common courses within undergraduate business administration programs at selected colleges and universities.

Limitations

A limitation of the study was that the selection of the population was from members and accredited members of the American Assembly of Collegiate Schools of Business, hereinafter referred to as AACSB. Selection for inclusion into the study was based upon the size of programs, as indicated by number of bachelor's degrees conferred for the year 1973-1974. Further, the selection was based upon an arbitrary selection of the population at somewhat regular geographic intervals across the United States.

Another limitation of the study was that the course titles and descriptions as listed in college catalogs may not match the actual content of the courses as they are taught. Therefore, an assumption was made that the content of the courses as described by the catalogs was identical to the actual content of the courses.

Some of the schools under study were on the quarter system. It was assumed that a five-hour course on the quarter system was equal to a three-hour course under the semester system. All data was converted into the semester system in those cases which did not originally conform to the semester system.

Definition of Terms

American Assembly of Collegiate Schools of Business

A non-profit corporation conceived to¹ . . . encourage and uphold academic excellence and the advancement of managerial and entrepreneurial competence to solve contemporary problems and to better anticipate further opportunities.²

¹AACSB Articles of Incorporation, Bylaws: 1974
(St. Louis, Missouri: American Assembly of Collegiate Schools of Business, 1974), p. 1.

²American Assembly of Collegiate Schools of Business, brochure, loc. cit.

Member of American Assembly of Collegiate Schools of Business

An institution admitted to membership in the AACSB upon meeting the general requirements as specified in the Articles and Bylaws of the AACSB.¹

Accredited Collegiate Member of
American Assembly of Collegiate Schools of Business

An institution admitted to membership in the AACSB and has met certain accreditation standards as specified in the Articles and Bylaws of the AACSB.²

Procedure

Ninety members of the AACSB were selected for study of their undergraduate core programs in business administration.³ The selection was divided equally into three categories according to the number of graduates as listed in the publication, Earned Degrees Conferred, 1973-74, Institutional Data.⁴ Of the 90 institutions which were selected, 30 graduated fewer than 100 students per year, 30 graduated from 100 to 299 students, and 30 graduated 300 or more students.

¹AACSB Articles of Incorporation, Bylaws: 1974, op. cit., p. 5.

²Ibid.

³AACSB, 1974-1975 Directory, (St. Louis, Missouri: American Assembly of Collegiate Schools of Business, 1974), pp. 12-44.

⁴Curtis O. Baker and Agnes Q. Wells, Earned Degrees Conferred, 1973-74, Institutional Data (Washington, D.C.:U.S. Department of Health, Education, and Welfare, Education Division, National Center for Education Statistics, 1976), 83-91

Within each category, the colleges and universities were selected by states in a somewhat regular geographical distribution with only one institution represented for each of 30 states, with the exception that two Kansas universities in the category of 100 to 299 graduates per year were represented. Appendix C contains a listing of the AACSB colleges and universities selected for study.

The catalogs from each college or university were studied for business administration core requirements and course descriptions.¹ Appendix B contains a questionnaire which was sent to the deans of the schools of business to determine the accuracy of the core programs listed in the catalogs. A cover letter, included in Appendix A, accompanied the questionnaire. It was also determined from the questionnaire the criteria which were used to make program revisions. The data from the catalogs and questionnaires were tabulated and compared with the data and recommendations of previous studies.

¹National Microfilm Library, (San Diego, California: National Microfilm Library, 1977)

Chapter 2

REVIEW OF RELATED LITERATURE

In order to provide a foundation for study of the core programs in business administration, it is necessary to review previous studies. Following is a review of major research and related literature pertaining to the core programs in business administration.

Research Studies

The studies were reviewed in chronological order. The last category, however, is a review of the core requirements of undergraduate business administration as set forth by the American Assembly of Collegiate Schools of Business.

Gordon and Howell Study

A three-year study of collegiate business education sponsored by the Ford Foundation was conducted by Robert Aaron Gordon and James Edwin Howell.¹ According to the researchers, there was a clear need for a careful reappraisal of the state of education in business in the United States. The purpose of the study was to provide the basis for such a reappraisal.²

¹Robert Aaron Gordon and James Edwin Howell, Higher Education for Business (New York: Columbia University Press, 1959), p. vii.

²Ibid., p. 6.

In preparation for the study, members of the American Assembly of Collegiate Schools of Business were selected by size, location, type of control and type of business programs. The descriptions of the curricula are from approximately 125 institutions conferring degrees in business.¹

It was advised that curricular recommendations by Gordon and Howell be used merely as guidelines. It is important, however, that business schools move, at least, in the general direction of the recommendations as found in Table 1.²

Both knowledge and the world of affairs are dynamic; therefore, since the students will be practicing their careers within the world of business affairs, it is important that the knowledge gained from a formal education be adequate to begin practicing their careers. According to Mabel Newcomer, as reported by Gordon and Howell, for one to be successful in large-scale business, a "college degree has become more important than great wealth, and easier to obtain."³

The business firm's environment has become increasingly complex, which has caused the businessman's task to become more difficult. Because of this, more importance is placed upon the administrative function and a greater technical background is required so that communication can exist between the businessman and the scientists and engineers. As the complexity of the environment grows, the need for staff

¹Ibid., p. 471.

²Ibid., p. 177.

³Ibid., pp. 10-13.

Table 1

Suggested Professional Base or "Core" for
Undergraduate Business Students

Subject	Semester Courses	Semester Units or Hours
Organization Theory and Management Principles	2	6
The Market Environment and Functional Management	3-5	9-15
Finance		
Marketing		
Industrial Relations		
Human Relations		
Production of Operations Management		
Information and Control Systems	3-4	9-12
Managerial Accounting		
Statistical Analysis and Related Topics		
Advanced Economics	2	6
Aggregative Economics		
Managerial Economics		
Legal Environment of Business	1	3
Integrating the Management Viewpoint	1	3
Business Policy		
Totals	12-15	36-45

Source:

Robert Aaron Gordon and James Edwin Howell, Higher Education For Business (New York: Columbia University Press, 1959), p. vii.

specialists becomes greater. Skill in human relations is a requirement for effective management. Business is seeking educated people with breadth, perspective and flexibility of mind to cope with the growing problems which exist, yet it has the need for better educated specialists. How should businessmen be educated?¹

American colleges and universities are faced with the problem of trying to determine their role in educating the businessman. There are three broad objectives. The first objective is to prepare for a career in business. The second objective is to prepare for a lifetime career in some particular area of business; and the third objective, although not often admitted, is to train the student for his first job in business.²

In an effort to answer the major question of how to educate the businessman, business schools must also determine what is known about the kinds of business careers, such as the qualifications which are common to most or all business occupations.³

Gordon and Howell commented that in answering the educational needs of the businessman, even the best schools need improvement and the better than average schools leave much to be desired.⁴ As new needs develop and knowledge accumulates, self-study, experimentation, and willingness to change is important.⁵

¹ Ibid., pp. 5-15.

² Ibid., p. 39.

³ Ibid., p. 44.

⁴ Ibid., p. 3.

⁵ Ibid., p. 148.

Since business schools prepare their students to be managers, a problem is created for the graduate in the early years in the business world. The student is not prepared to accept the routine functions which are required to gain needed experience before moving to the higher levels of management. Businessmen indicate that recent graduates want to be vice-presidents tomorrow. Better counseling and the use of case studies aimed at the lower levels of management can help to reduce the problem.¹

Based upon the data accumulated in the Gordon and Howell study, a suggested core curriculum was presented as shown in Table 1.

Pierson Study

The following study was sponsored by the Carnegie Corporation of New York and conducted by Frank C. Pierson while on leave from Swarthmore College. The purpose of the study was to assess the different approaches to academic preparation for business careers.²

Pierson stated:

The purpose of a college or university is to free the mind and help the individual lay a foundation of self-education. A business school is part of this same great tradition and accordingly should be dedicated to opening up new areas of understanding in one of the most important phases of modern life.³

¹Ibid., p. 102.

²Frank C. Pierson and others, The Education of American Businessmen (New York: McGraw-Hill Book Company, Inc., 1959), p. ix-xvii.

³Ibid., p. xiii.

Pierson posed the question of what should be the distinctive roles of the individual institutions. One of the main themes of the study is that business careers are so diversified that many kinds of educational programs are called for. Pierson outlined academic preparation for business into three general categories: (1) study in certain basic disciplines and tool subjects, such as literature and language, mathematics and statistics, psychology and sociology, legal institutions, economics and accounting, (2) study of the application of these disciplines and tools to a few broad functional aspects of the firm such as finance, marketing, personnel and production, (3) study of the initiating-coordinating-implementing process within the firm at different levels of management.¹

A survey of 73 North Carolina businessmen reached the following conclusion regarding academic preparation for business. The businessmen claimed that education in business should provide broad training in both the humanities and principles of business. The graduate should be capable of independent, imaginative, and constructive thought. One should have developed a general knowledge of a chosen field, capacity to reason, a sense of values, and an ability to communicate more effectively. The graduate should also acquire an inquiring, analytical and searching mind, and a code of

¹Pierson, *Op. cit.*, pp. x-xvi.

ethics, which might include honesty, integrity and uncompromising respect for the rights of others.¹

According to Pierson, it is particularly important that students get the foundation preparation they will need in their later careers; however, Pierson had few compliments for the business schools.² He claimed that even the most casual inspection of course offerings shows that many undergraduate business schools have gone well beyond the point where education at the college level stops and mere busy-work begins.³ A major problem is that academic standards need to be materially increased.⁴ It is a weakness of much higher education to fill programs with so many introductory courses, allowing little time or incentive to work with what they learn. Pierson claims that it is at this point that the educational experience is most likely to come alive.⁵

Pierson believes that business schools should require a year's work in topics of the social sciences. Consideration should be given to sets and functions, polynomials and rational functions, exponents, trigonometric functions, and introduction to certain aspects of the calculus.⁶ Business schools should pay particular attention to the broadening roles of science, technology, and mathematics.⁷ After an

¹ Ibid., p. 97.

² Ibid., p. xi.

³ Ibid., p. 166.

⁴ Ibid., p. ix.

⁵ Ibid., p. 204.

⁶ Ibid., p. 190.

⁷ Ibid., p. 90.

intensive investigation conducted at 75 business schools in all parts of the country, it was determined that faculty members supported a general reduction of work in the specialized areas. According to Pierson, specialization should be limited to four or five semester courses.¹

In the study of business education programs, Pierson found that there was a general division of 40 percent liberal arts, 40 percent required business and 20 percent business electives among many of the selected business schools under study; however, interviews with faculty and deans found no basis for the 40-40-20 division. Some of the answers received are listed below:

This seems to come closest to satisfying everyone. The AACSB rules require it. It's as good as any other arrangement which has been suggested. I personally think a roughly 50-50 division of business non-business makes sense. We've sort of grown into it without much thought one way or the other.²

Most of those interviewed agreed that there could be considerable variation in the distribution of the students' time without much harm to the essential subject matter that should be covered.³

Pierson's appraisal of the core program revealed the following:

(1) The core should maintain as close ties as possible with a number of disciplines outside business and put what is learned into business practice. (2) The core should deal

¹Ibid., p. xiv.

²Ibid., p. 165.

³Ibid.

with major functions of business. (3) The core should provide a variety of opportunity to put general knowledge and abilities to use. (4) The core should challenge the student to the highest level of his intellectual capacities. (5) The school should put the core on a par with the most demanding work offered anywhere in the university and insist that every required course meet a similarly high intellectual standard.¹

In the study of 98 business schools, Pierson presented data about the number of majors offered. Table 2 depicts the distribution with the mode representing six to seven majors. Pierson claimed that major subjects offered beyond five or six, is not desirable.² Table 3 represents the number and percent of business schools offering different majors. Finally, based upon the extensive study, Pierson recommended an undergraduate curriculum, shown in Table 4.

Pierson did not suggest that schools follow a rigid pattern of development of the curriculum. As depicted in Table 4, Pierson allowed for considerable variation within certain limits encouraging the student to follow his own interests.³

Chen-Zane Study

The following study, conducted in 1967 by Dr. Gordon K. C. Chen and Dr. Edward A. Zane, was based upon the

¹Ibid., pp. 203-205. ²Ibid., p. 201.

³Ibid., p. 228.

Table 2

Number of Majors Offered By 98 Business Schools
With Four-Year Programs

Number of Majors	Number of Four-Year Schools
Less than 4	6
4-5	16
6-7	27
8-9	17
10-11	11
12-13	6
14-15	4
16-17	7
Over 17	<u>4</u>
Total	98

Source:

Frank C. Pierson and others, The Education of American Businessmen (New York: McGraw-Hill Book Company, Inc., 1959), p. ix-xvii.

Table 3

Number and Percent of Undergraduate Business
Schools Offering Different Majors
98 Schools with Four-Year
Programs 1955-56

Major Subject	Four-Year Schools Offering	
	Number	Percent
Accounting	93	94.9
Marketing	83	84.7
Finance-banking	74	75.5
Administration-general business	63	64.3
Economics	48	49
Management	46	46.9
Secretarial	46	46.9
Production	41	41.8
Personnel-industrial relations	35	35.7
Insurance	29	29.6
Retailing	28	28.6
Business education	28	28.6
Transportation	24	24.5
Real estate	22	22.4
Miscellaneous nonbusiness	22	22.4
Statistics	20	20.4
Business law	19	19.4
Advertising	18	18.4
Foreign trade	18	18.4
Public administration	14	14.3
Office administration	9	9.2
Salesmanship	5	5.1
Public utilities	2	2.0

Source:

Frank G. Pierson and others, The Education of American Businessmen (New York: McGraw-Hill Book Co., Inc., 1959), p. ix-xvii.

Table 4

Suggested Undergraduate Curriculum

Required Subjects and Limited-Choice Electives	Number of Semester Hours
General foundation subjects:	
Humanities	
English Literature and composition	9
One or two other humanities (e.g., either in foreign language or in philosophy, etc.)	6
Advanced elective in one of above	3 or 6
Mathematics-Science	
College algebra-trigonometry-geometry	6
Calculus and finite mathematics	6
Laboratory science (physics, chemistry, etc.)	6
Advanced elective in one of above	3 or 6
Social Sciences (excluding economics)	
History	6
Political science	6
Behavioral science (psychology, sociology etc.)	6
Advanced elective in one of the above	3
Total semester hours outside business and economics	60-66
Business foundation subjects:	
Principles of economics	6
Economics of the firm (microanalysis)	3
Economics of money and income (macroanalysis)	6
Quantitative methods (accounting-statistics)	6
Advanced elective in quantitative methods	0-3
Political and legal factors in business	3
Organization and human behavior	3
Functional business subjects:	
Personnel management	3
Production management	3
Finance management	3
Marketing management	3
Business policy and social responsibilities	6
Studies in major subject (exclusive of work in business foundation and functional subjects)	9
Electives (no more than one in major subject)	0-6
Total semester hours in business and economics	<u>54-60</u>
Total semester hours required for graduation	120

Source:

Frank C. Pierson and others, The Education of American Businessmen (New York: McGraw-Hill Book Co., Inc., 1959), p. ix-xvii.

request to review the undergraduate "core" requirements in the School of Business Administration at the University of Massachusetts. The objective was to determine how their school's curriculum differed from the curriculums of other schools and why the differences existed.¹

Chen and Zane selected 94 schools of business which were members of the AACSB and tabulated the data taken from current catalogs regarding core requirements. Table 5 represents the courses which could be identified from the catalogs and the number of schools requiring each course. The mode for the number of courses required was 12, as depicted in Table 6. Chen and Zane compared this with the recommendations of the Gordon and Howell study, which set the number of required courses at 15 to 16. Table 7 makes a comparison of the Gordon and Howell suggested business core requirements with the Chen-Zane study. Table 8 represents a comparison of Pierson's suggested core requirements with the Chen-Zane study.²

Chen and Zane concluded that the results of their study with respect to the core requirements was very similar to that of Gordon and Howell's study. They also note that the most significant influence upon the selection of core subjects was the AACSB accreditation requirements.³

¹Gordon K. C. Chen and Edward A. Zane, "The Business School Core Curricula Eight Years After Gordon-Howell," Collegiate News and Views, XXIII (October, 1969), 5.

²Ibid., p. 6.

³Ibid.

Table 5

Required Business Core Courses, 94 Schools
of Business Administration
Members AACSB
1967

Courses	Schools Requiring	
	Number	Percent
Marketing Principles	93	99.0
Accounting I	90	95.7
Accounting II	88	93.6
Corporation Finance	89	94.7
Statistics	88	93.6
Microeconomics	87	92.6
Macroeconomics	85	90.5
Business Law I	85	90.5
Money and Banking	55	58.5
Principles of Management	52	55.4
Business Law II	36	38.3
Business Policy	31	33.0
Organization and Administration	29	30.9
Production Methods	26	27.7
Business Communications	21	22.4
Industrial Relations	19	20.2
Quantitative Methods	15	16.0
Business Math	12	12.6
Personnel Management	11	11.7
Intermediate Accounting	10	10.6
Report Writing	9	9.6
Data Processing	7	7.4
Managerial Economics	11	11.7
Business Fluctuations and Expansions	10	10.6
Real Estate and Insurance	3	2.8
Seminar (Management)	3	2.8
Business and Government	7	7.4
Management Information and Control	5	5.3
Business Ethics and Customs	5	5.3
Managerial Accounting	8	8.5
Cost Accounting	4	4.3
Business in a Dynamic Society	6	6.4
Problems in Business Management	3	2.8
Law and Society	3	2.8
Income and Employment	2	2.1
Investment and Security Analysis	3	2.8

Table 5 (continued)

Courses	Schools Requiring	
	Number	Percent
Human Relations in Administration	3	2.8
Sales and Marketing		
Management	1	1.1
Business Machines	1	1.1
Taxation and Public Finance	2	2.1
Transportation	2	2.1
Office Administration	1	1.1
Introduction to Business	3	2.8

Source:

Gordon K. C. Chen and Edward A. Zane, "The Business Core Curricula Eight Years After Gordon-Howell" Collegiate News and Views, XXXIII (October, 1969), 5.

Table 6

Required Business Core Courses, Schools
of Business Administration
Members AACSB, 1967

Frequency Distribution	
Number of Core Courses Required	Number of Schools
7	5
8	4
9	8
10	10
11	16
12	17
13	11
14	9
15	7
16	4
17	3
	94

Source:

Gordon K. C. Chen and Edward A. Zane, "The Business Core Curricula Eight Years After Gordon-Howell" Collegiate News and Views, XXXIII (October, 1969), 7.

Table 7

Comparison of Gordon-Howell Suggested
Business Core with Chen-Zane Survey

Course	Gordon-Howell		Chen-Zane (94 Schools) Number of Schools by Credit Hours Required	
	Suggested Number of Semesters	Credit Hours	3 Credit Hours	6 or Credit Hours
Organizational Theory and Management Principles	2	6	67	12
Functional Areas	3-5	9-15		
Finance			89	
Marketing			93	
Industrial Relations			19	
Human Relations			3	
Production Management			26	
Information and Control Systems	3-4	9-12		
Managerial Accounting			8	
Statistical Analysis			88	
Advanced Economics	2	6		
Aggregative Economics			80	7
Managerial Economics			11	
Legal Environment of Business	1	3	9	
Integrating the Management Viewpoint	1	3		
Business Policy			31	

Source:

Gordon K. C. Chen and Edward A. Zane, "The Business Core Curricula Eight Years After Gordon-Howell" Collegiate News and Views, XXXIII (October, 1969), 7.

Table 8
 Comparison of Pierson Suggested
 Business Core With Chen-Zane
 Survey Semester Hours

Course	Pierson Suggested Number of Credit Hours	Chen-Zane 3 Credit Hours (Number of Schools)	
Business Foundation Sub- jects *			
Economics of the Firm (Microanalysis)	3	79	7
Economics of Money and Income (Macroanalysis)	6	42	50
Quantitative Methods (Accounting-Statistics)	6	4	90
Advanced Elective in Quantitative Methods	0-3	18	
Political and Legal Factors in Business Organization and Human Behavior	3	18	
	3	32	10
Functional Business Subjects			
Personnel Management	3	11	
Production Management	3	26	
Finance Management	3	89	
Marketing Management	3	93	
Business Policy and Social Responsibility	6	31	
* except basic economics			

Source:

Gordon K. C. Chen and Edward A. Zane, "The Business Core Curricula Eight Years After Gordon-Howell" Collegiate News and Views, XXXIII (October, 1969), 7.

Owen Study

The following study was conducted in 1970 by John P. Owen, Dean of the College of Business Administration at the University of Arkansas to determine how well the Southern schools of business administration conform to the AACSB undergraduate standards relative to the common body of knowledge in business administration.¹

The study was facilitated by analyzing the catalogs of 25 of the 26 accredited Southern schools. A questionnaire was circulated to the schools under study to get a deeper insight into the practices of the schools with respect to the AACSB standards.²

Owen found that of the schools under study, the average business core curriculum contained forty semester hours with 67 percent of the school's business core in the range between 35 to 45 semester hours. Owen compared the core curriculum with the study of Chen and Zane and found that the average business core curriculum of the Southern schools exceeded those studied by Chen and Zane by four semester hours.³

Owen reported that the thrust of the curricula of the Southern schools tends to be away from the vocational

¹John P. Owen, "Undergraduate Curriculum Planning and Development in Accredited Southern Business Schools," (unpublished paper, University of Arkansas, 1970), p. 1.

²Ibid.

³Ibid., p. 2.

orientation and more toward the behavioral and quantitative sciences to human and decision-making problems.¹

Owen found that only 12 of the schools required computer methods courses in their programs. On the 25 schools, nearly all include marketing, business finance, principles of accounting, principles of economics, statistics, principles of management and business law. Owen pointed out that one-half of the schools required six hours of statistics or quantitative analysis and the remainder required only three hours. It was further determined that only eight schools offered law courses which stressed the legal environment of the business as opposed to the traditional contract law.²

Owen found that one-half or less of the schools under study offered courses in the areas of concepts, processes and institutions in production, the legal environment of business, information systems, interpersonal relationships, communications and administrative processes under conditions of uncertainty including integrating analysis and policy determination at the overall management level.³

Owen sent a questionnaire to the schools and found that of the 19 schools responding, seven had revised their curricula due to the AACSB standards, five determined that no revisions were needed, six schools were still reviewing their program and one did not plan to review the program.⁴

¹Ibid., p. 3.

²Ibid., p. 5.

³Ibid., p. 9.

⁴Ibid., p. 11.

Owen concluded that noncompliance with the AACSB common body of knowledge requirements may be serious in the areas of production, social and political influences in business, communication, and policy determination at the management level.¹

Owen observed the offerings of mathematics in the business curriculum and found that more than three-fourths of the Southern schools under study required six semester hours of mathematics in their programs. It was found that calculus was not typically required by those schools requiring six hours of mathematics. Owen concluded that the most of the Southern schools provide a solid core in mathematics and statistics.²

In the area of specialization, Owen found a range of 13 to 24 credit hours with an average of 18 credit hours. It was concluded that further investigation of specialization was beyond the scope of the paper.³

Deal Study

The following study was conducted by Emit B. Deal, Associate Professor in the School of Business at Georgia Southern College, Statesboro, Georgia. The objective of the study was to review the current practices of accredited AACSB schools of business and to make comparison with

¹Ibid., p. 13.

²Ibid., p. 14.

³Ibid., p. 13.

earlier practices, with emphasis upon how well the current core followed earlier recommendations such as given by Gordon and Howell's study of 1959 as well as the Pierson study of the same year. Comparisons were also made with the Chen-Zane study of 1967, the Owen study of 1970 and the Maloy study of 1975.¹

Deal secured catalogs for 88 accredited AACSB schools of business and compared the core programs with the Chen-Zane study. Deal's study indicated an increase in schools requiring business policy, quantitative methods, data processing, principles of management and managerial accounting.² In the same comparison, there was a decrease of schools requiring money and banking, marketing principles, business law II, organization administration, and intermediate accounting. Table 9 depicts the required courses of the schools studied by Deal.³

Deal reported that the required number of business core courses ranged from three to 20 with 12 in the Chen-Zane study. Table 9 is a listing of the required number of business courses for the 88 schools surveyed.⁴

¹Emit B. Deal, "Business Core Curricula Revisited," Collegiate News and Views, XXX(Spring 1977), 19.

²Ibid., p. 19.

³Ibid., pp. 19-20.

⁴Ibid., p. 21.

Table 9

Required Business Core Courses, 88 Schools
of Business Administration,
Members AACSB
1975

Courses	Schools Requiring	
	Number	Percent
Principles of Economics I	86	98
Corporate Finance	85	97
Accounting I	83	94
Management Principles	83	94
Statistics	81	92
Business Law I	78	89
Marketing Principles	75	85
Principles of Economics II	74	84
Accounting II	73	83
Data Processing	56	64
Business Policy	46	52
Quantitative Methods	26	29
Micro Economics	25	28
Money and Banking	24	28
Production Methods	20	23
Macro Economics	16	18
Business Communications	16	18
Managerial Accounting	15	17
Marketing/Management	15	17
Operations and Systems Management	12	14
History of Economic Thought	11	12
Business Law II	11	12
Organization and Behavior	9	10
Business and Society	8	9
Report Writing	7	8
Introduction to Business	6	7
Human Relations in Administration	5	6
Problems in Business Management	5	6
Managerial Economics	4	4
Organization and Administration	4	4
Industrial Relations	3	3
Business Mathematics	3	3
Information Systems	3	3
Business Enterprises	3	3
Law and Society	3	3
Real Estate and Insurance	2	2
Income and Employment	2	2
Labor Economics	2	2
Intermediate Accounting	2	2
Cost Accounting	2	2

Table 9 (continued)

Courses	Schools Requiring	
	Number	Percent
Operations Research	1	1
Management Seminar	1	1
Investment and Security Analysis	1	1
Taxation and Public Finance	1	1
Management Information and Control	1	1
Transportation	1	1
Business Fluctuations and Expansions	0	0
Office Administration	0	0
Business Ethics and Customs	0	0
Business in a Dynamic Society	0	0
Business Machines	0	0
Sales Management	0	0

Source:

Emit B. Deal, "Business Core Curricula Revisited," Collegiate News and Views, XXX (Spring 1977), 20.

Deal found that the AACSB schools of business have failed to meet the suggested credit hours in the environmental and human aspects of management, the functional areas of personnel and production, and in the managerial and aggregative economics. Deal also found that many schools have increased their offering of statistics, legal environment, and business policy. Table 10 points out these results in Deal's comparison with Pierson's suggested business core.¹

Flaumenhaft Article

An article, written by Frank K. Flaumenhaft, reviewed some previous studies regarding the business programs. Some results indicated that collegiate business education is not relevant to the "real world."² Flaumenhaft stated that, in recent years, many articles have been written in protest of "theoretical" and "intellectual" stimulation rather than practical courses. In an effort to maintain enrollment figures, colleges and universities are offering more of what students want.³

Flaumenhaft indicated that there is a need for a full scale funded research program to evaluate the direction of education in business schools.⁴

¹Ibid., pp. 21-22.

²Frank K. Flaumenhaft, "The Undergraduate Curriculum in Collegiate Business Education," Collegiate News and Views, XXXI (Fall, 1977), 16.

³Ibid., p. 17.

⁴Ibid.

Table 10

Required Business Core Courses, Schools
of Business Administration
Members AACSB, 1967

Frequency Distribution

Number of Core Courses Required	Number of Schools
3	1
4	
5	1
6	
7	2
8	
9	1
10	10
11	10
12	13
13	14
14	12
15	5
16	6
17	5
18	2
19	3
20	3

Source:

Emit B. Deal, "Business Core
Curricula Revisited," Collegiate News
and Views, XXX (Spring 1977), 21.

Accrediting Standards

A review of the critical literature related to the undergraduate business core program, without exception, refers to the American Assembly of Collegiate Schools of Business as the principal accrediting agency for the schools of business. Before the review of literature could be considered complete, it is imperative that the Assembly's standards for business and administration be reviewed.

American Assembly of Collegiate Schools of Business

The American Assembly of Collegiate Schools of Business (AACSB) is a non-profit organization comprised of member organizations and institutions devoted to the promotion and improvement of higher education for business and administration. The AACSB first set standards for membership in 1919 and is recognized by the Council on Post Secondary Accreditation and by the U.S. Office of Education, as the sole accrediting agency for bachelors and masters degree programs in business and administration.¹

The AACSB has set curriculum standards upon a foundation allowing for interpretation of specific subject matter to be the responsibility of the individual institution. The philosophy of the purpose of the curriculum as set forth by the AACSB is given in the following paragraph.

¹AACSB Accreditation Council, Policies, Procedures and Standards: 1976-77 (St. Louis, Missouri: American Assembly of Collegiate Schools of Business, 1976), p. 1.

The purpose of the curriculum shall be to provide for a broad education preparing the student for imaginative and responsible citizenship and leadership roles in business and society-domestic and worldwide. The curriculum shall be responsive to social, economic, and technological development and shall reflect the application of evolving knowledge in economics and the behavioral and quantitative sciences. To facilitate the foregoing, the Assembly encourages continuing development and appraisal of both new and existing curricula.¹

It is recommended by the AACSB that the business school should concentrate its professional courses in the last two years of a four-year program. The purpose of this is to allow the student to get a base of understanding in the basic arts and sciences such as mathematics, social science, humanities, and the natural sciences.²

The Assembly recommends that 40 to 60 percent of the undergraduate course work be taken in business, economics and administration with the remainder of the work to be taken outside of these areas. Table 11 depicts the standards set by the Assembly, including an equivalent of one year of work in one of five areas of the common body of knowledge.

¹ Ibid.

² Ibid.

Table 11

Suggested Undergraduate Curriculum Standards
 American Assembly of Collegiate
 Schools of Business
 1976-77

Subject Areas	Percent of Program
Arts and Science foundation:	40-60
Mathematics	
Social Science	
Humanities	
Natural Science	
Business Foundation:	40-60
Lower Division	
Principles of Accounting	
Principles of Economics	
Business Law	
Statistics	
Introduction to Business	
Upper Division	
Principles of Finance	
Principles of Marketing	
Principles of Management	
Common Body of Knowledge (only one of five areas)	
Production	
Marketing	
Finance	
Economic Environment	
Legal Environment	
Social and Political Ethics	
Accounting	
Quantitative Methods	
Information Systems	
Organizational Theory	
Behavior	
Interpersonal Communications	
Administrative Processes under uncertainty	
Integrating Analysis	
Policy Determination	

Source:

AACSB Accreditation Council, Policies, Procedures and Standards: 1976-77, (St. Louis, Missouri; American Assembly of Collegiate Schools of Business, 1976), pp. 30-32.

Chapter 3

STATISTICAL INTERPRETATION

Of the 90 undergraduate schools of business administration which were selected for study, 70 schools responded for a 77.8 percent return. Two of the schools responding indicated that they were not members of the AACSB. One of the schools responding indicated that it has no undergraduate program. The core programs were not available for seven schools responding to the questionnaire and were not considered in the study of the business core courses.

Description of the Study

The study was divided into two parts. One part was a questionnaire, found in Appendix B, which was designed to determine if the core program was current as published in the school's general catalog. The questionnaire was used, also, to determine the most common methods for making program changes in the business core, the general importance of the prerequisite structure in the program, and the most common student/teacher ratio in the undergraduate business school.

Another part of the study was to determine the most common business core programs of the schools under study. The business core was determined by studying the current

catalogs of the schools. If the programs were not the same as that listed, the deans of the schools were requested to send a copy of the core program.

Response to Questions

The questionnaire allowed for multiple answers; therefore, response to some questions totaled more than the number of respondents to the questionnaire. All of the respondents to the questionnaire did not respond to some of the questions; therefore, some questions may contain fewer responses than the total respondents to the questionnaire.

Question One

Question one stated:

- | | |
|--|-------------|
| 1. Is the core program for business administration the same as listed in your current catalog? | YES NO |
|--|-------------|

Question one was asked to determine if the current catalog could be used to study the business core. Table 12 depicts that sixty-two, or 92.5 percent, of the schools responding answered that the school's core program was listed in the current catalog.

Question Two

Question two stated:

2. If the answer to question number one is no, please send a copy of your program.

Five schools responding that the core program is not the same as listed in the current catalog, sent a copy of the program with the returned questionnaire.

Table 12

Schools of Business Administration Answering
 If the Business Core Program
 Is the Same as That Listed
 In the Current Catalog

Schools	Number Answering		Yes Percent of Total
	Yes	No	
Graduating fewer than 100 students	19	2	90
Graduating 100 to 299 students	24	2	92
Graduating 300 or more students	<u>19</u>	<u>1</u>	95
Total response	62	5	92.5

Table 12

Schools of Business Administration Answering
If the Business Core Program
Is the Same as That Listed
In the Current Catalog

Schools	Number Answering		Yes Percent of Total
	Yes	No	
Graduating fewer than 100 students	19	2	90
Graduating 100 to 299 students	24	2	92
Graduating 300 or more students	<u>19</u>	<u>1</u>	95
Total response	62	5	92.5

Question Three

Question three stated:

3. Is one or more of your staff specifically designated to maintain a review of the current undergraduate standards as published by the AACSB?
- A. one person
 - B. committee
 - C. other, please specify

The responses to question three are depicted in Table 13. Four respondents for the schools graduating under 100 students answering "other," indicated that the dean was responsible for maintaining a review of the AACSB undergraduate standards. One school indicated that no review was maintained. Four respondents for the schools graduating between 100 and 299 students answering "other," indicated that no review was being maintained. One indicated that the dean and the college curriculum committee maintained a review. One indicated only the dean, and one indicated the entire business faculty maintained a review of the AACSB standards.

One respondent for the schools graduating 300 or more students answering "other," indicated that the associate dean maintained a review of the AACSB standards. One indicated that a committee in each area of specialization maintained a review and one indicated that all of the business faculty maintain a review of the AACSB standards.

More than half, or 52.4 percent, of the respondents for the schools graduating under 100 indicated that one

Table 13
 Responses Indicating Responsibility
 of Maintaining a Review of
 Standards as Published
 By the AACSB
 1977

Responses	Schools Graduating		
	Less Than 100	100-299	Greater Than 299
A. One Person	52.4	26.9	35
B. Committee	28.6	53.8	55
C. Other	23.8	26.9	15
Responses Percent of Total	104.8	107.6	105

person maintained a review of the AACSB standards. Fifty-two and four-tenths percent of the respondents for the schools graduating 100 to 299 and 55 percent of the respondents for the schools graduating 300 or more indicated that a committee maintained a review of the AACSB standards. The respondents for all of the schools answering question three indicated that 43.7 percent used a committee to maintain a review of the AACSB standards while 35 percent used one person.

Question Four

Question four stated:

4. When recommending changes in your business core requirements, do you:
- | | |
|---|---|
| A. adopt the recommendations of the individual suggesting the change? | A |
| B. conduct a study of business and industry needs? | B |
| C. assess the opinions of the business faculty? | C |
| D. other, please specify | D |

Table 14 depicts the distribution of responses. Of the respondents to question four answering "other," one representing the schools graduating under 100 students indicated that the faculty committee prepares recommendations to the faculty. One respondent stated that consideration is given to the recommendations of the curriculum committee and another indicated that the faculty and students decided.

Seven of the respondents for the schools representing the schools graduating 100 to 299 students indicated that a committee may investigate business and industry, and AACSB

Table 14

Methods For Recommending Program Changes
Used By 67 AACSB Member Schools
Of Business Administration
1977

Methods	Less Than 100 Graduates		100-299 Graduates		Greater Than .300 Graduates		Schools Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Adopt the recommendations of the individual suggesting the change.	2	6.9	4	10.5	2	6.7	8	8.2
Conduct a survey of business and industry needs.	6	20.7	7	13.4	5	16.7	13	13.6
Assess the opinions of the business faculty.	13	62.0	13	47.4	15	50.0	51	52.6
Other, please specify.	3	10.3	9	23.7	3	26.7	20	20.6

guidelines before making recommendations. One respondent stated that the faculty and students review any recommendations, and one respondent stated that the AACSB standards are used.

Six schools graduating 300 or more students stated that a committee makes the recommendations, and one respondent stated that other schools' programs are evaluated. One respondent stated:

All proposals are reviewed by the curriculum committee and must be approved by a majority of the faculty. Proposals may emanate from individual faculty, ad hoc, and standing committees, departments or the administration committee. The advice of the Dean's business advisory of businessmen may be sought if considered desirable.

Of the respondents from all schools, 16.5 percent of the responses indicated that a committee makes the recommendations. Only 18.6 percent conduct a study of business and industry need.

Question Five

Question five stated:

5. Considering the procedure you use, from question number 4, rank in order beginning with number one, the most used method to the least used method.
- | | | |
|----|--|---|
| A. | adopt the recommendations of the individual suggesting the change? | A |
| B. | conduct a study of business and industry needs? | B |
| C. | assess the opinions of the business faculty? | C |
| D. | other, please specify. | D |

Table 15 depicts the rank order for methods of recommending changes in business core requirements in AACSB member schools of business administration graduating fewer than 100 students. Table 16 depicts the rank order from the schools graduating 100-299 students. Table 17 depicts the rank order from the schools graduating 300 or more students, and Table 18 depicts the rank order from the schools graduating all the categories of students from this study. Those responding, "other," in question five were the same responses as in question four.

Question Six

Question six stated:

6. In most programs, there are established course sequences. Do you adhere to this policy:
 - A. strictly?
 - B. with discretion?
 - C. loosely?
 - D. other, please specify.

Table 19 depicts the distribution of responses. In every case, more than half of the respondents stated that they adhere to the sequential establishment of courses with discretion.

Question Seven

Question seven stated:

7. What is the student/teacher ration in your undergraduate business program?

Table 15

Rank Order for Method of Recommending Changes in Business
Core Requirements in 19 AACSB Schools of Business
Administration Graduating Fewer than
100 Students, 1973-74

Methods	Rank			
	1	2	3	4
Adopt the recommendations of the individual suggesting the change.	2	8	5	0
Conduct a survey of business and industry needs.	3	5	8	0
Assess the opinions of the business faculty.	14	3	1	0
Other	0	0	0	8

Table 16

Rank Order for Method of Recommending Changes in Business
Core Requirements in 24 AACSB Schools of Business
Graduating 100 to 299 Students
1973-74

Methods	Rank			
	1	2	3	4
Adopt the recommendations of the individual suggesting the change.	3	3	11	2
Conduct a survey of business and industry needs.	2	12	4	3
Assess the opinions of the business faculty.	15	5	2	0
Other.	6	1	2	5

Table 17

Rank Order for Method of Recommending Changes in Business
Core Requirements in 19 AACSB Schools of Business
Administration Graduating 300 or more
Students, 1973-74

Methods	Rank			
	1	2	3	4
Adopt the recommendations of the individual suggesting the change.	0	5	3	4
Conduct a survey of business and industry needs.	1	4	8	0
Assess the opinions of the business faculty.	13	2	0	0
Other.	2	2	1	2

Table 18

Rank Order for Method of Recommending Changes in Business
Core Requirements in 62 AACSB Schools of Business
Administration, 1973-74

Methods	Rank			
	1	2	3	4
Adopt the recommendations of the individual suggesting the change.	5	16	19	6
Conduct a survey of business and industry needs.	6	25	20	3
Assess the opinions of the business faculty.	42	10	3	0
Other.	8	3	3	15

Table 19

Response from 62 AACSB Schools of Business
Administration Stating Adherence to
Prerequisite Structure of
Business Programs
1977

Response	Less Than 100 Graduates		100-299 Graduates		Greater Than 299 Graduates		Schools Combined	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Strictly	8	38.1	8	30.8	6	28.6	22	32.4
With Discretion	12	57.1	18	69.2	14	66.7	44	64.7
Loosely	1	4.8	0	0	1	4.8	2	2.9
Other, please specify	0	0	0	0	0	0	0	0

Question seven was asked to determine the most common ratio of students to teachers. In addition to the distribution of student/teacher ratio by size of school, the ratio is determined for accredited members of the AACSB and non-accredited members of the AACSB for the schools under study.

Table 20 depicts a range of student/teacher ratios of 15:1 to 41:1 for 19 AACSB member schools of business administration graduating fewer than 100 students; the mode was 30 students per teacher for five schools, or 26.3 percent of the 19 schools. Three schools, or 15.8 percent, have a student/teacher ratio of 40:1; three schools have a student/teacher ratio of 20:1.

Table 21 depicts a range of 19 to 93 students per teacher for 24 AACSB member schools of business administration graduating from 100 to 299 students. The next reported student/teacher ratio below 93:1 is 45:1. The mode is 30 students per teacher reported by four schools, or 16.7 percent of the 24 schools. Three schools reported a student/teacher ratio of 25:1, and three reported a student/teacher ratio of 40:1. Eighteen schools, or 75 percent, reported a student/teacher ratio between 25:1 and 40:1. Twelve schools, or 50 percent, reported a student/teacher ratio below the mode, while eight schools, or 33.3 percent, reported a student/teacher ratio above the mode.

Table 22 depicts a range of 13 to 45 students per teacher for 20 AACSB member schools of business

Table 20

Student/Teacher Ratio of 19 AACSB Member
Schools of Business Administration,
Graduating Fewer Than 100
Students, 1973-74

Students per Teacher	Number of Schools
41	1
40	3
35	1
30	5
25	2
24	1
20	3
19	1
16	1
15	1

Table 21

Student/Teacher Ratio of 21 AACSB Member
 Schools of Business Administration,
 Graduating from 100 to 299
 Students, 1973-74

Students per Teacher	Number of Schools
93	1
45	1
40	3
30	1
31	2
30	4
29	2
28	1
26	2
25	3
24	1
22	1
20	1
19	1

Table 22

Student/Teacher Ratio of 20 AACSB Member
Schools of Business Administration,
Graduating 300 or More
Students, 1977

Students per Teacher	Number of Schools
45	1
40	3
33	2
30	2
28	1
26	1
25	3
24	1
22	2
21	1
20	2
13	1

administration graduating 300 or more students. A scattered distribution made it difficult to report a trend; however, 12 schools, or 60 percent, reported a range between 22 and 33 students per teacher.

Table 23 depicts a range of 13 to 45 students per teacher for 63 AACSB member schools of business administration. The mode is 30 students per teacher for 11 schools, or 17.5 percent. Nine schools, or 14.3 percent, reported a student/teacher ratio of 40:1, while eight schools, or 12.7 percent, reported 25 students per teacher with a standard deviation of 8.29.

Tables 24 and 25 depict the student/teacher ratio for the 34 accredited and 29 non-accredited schools respectively. The mean student/teacher ratio for the accredited schools is 27.11 students per teacher, while the mean for the non-accredited schools, not including the one school reporting 93, was 30.11:1.

Business Administration Core Program

An analysis of the AACSB member schools' business core programs was conducted by dividing the total number of schools studied, by number of graduates, into three groups for individual analysis. The schools studied were also segregated by AACSB accreditation and non-accreditation.

Number of Business Core Courses

As shown in Table 26, the range for the number of courses for 19 schools graduating less than 100 students is

Table 23

Student/Teacher Ratio of 63 AACSB Member
Schools of Business Administration,
1973-74

Students per Teacher	Number of Schools
45	2
41	1
40	9
35	2
33	2
31	2
30	11
29	2
28	2
26	3
25	8
24	3
22	3
21	1
20	6
19	2
16	1
15	1
13	1

Table 24
 Student/Teacher Ratio of 34 AACSB
 Accredited Member Schools of
 Business Administration,
 1977

Students per Teacher	Number of Schools
45	1
40	3
33	2
30	6
29	1
28	2
26	2
25	6
24	3
22	2
21	1
20	2
19	1
15	1
13	1

Table 25

Student/Teacher Ratio of 29 AACSB
Non-Accredited Member Schools
of Business Administration
1977

Students per Teacher	Number of Schools
93	1
45	1
41	1
40	6
35	2
31	2
30	5
29	1
26	1
25	2
20	5
19	1
16	1

Table 26

Required Number of Business Core Courses,
 19 AACSB Member Schools of Business
 Administration, Graduating Fewer
 Than 100 Students, 1973-74

Number of Core Courses Required	Number of Schools
20	1
18	1
17	2
16	1
14	1
12	4
11	1
10	3
9	3
8	1
6	1

six to 20 with a mode of 12. Eleven schools, or 57.9 percent, reported the range of required courses between nine and 12.

Twenty-five schools graduating 100 to 299 students, depicted in Table 27, reported between five and 18 courses required in the core program with a mode of 12 courses. Twenty schools, or 80 percent, reported the range of required courses to be between nine and 14.

Seventeen schools graduating 300 or more students, depicted in Table 28, reported a range of six to 16 required courses. A mode of 10 courses was reported by five schools, which represented 29.4 percent of the sample.

Sixty-one member schools from the categories of schools reported a range of five to 20 required courses, with a bi-modal distribution of 10 to 12, as shown in Table 29. The mean number of required courses was 11.67 with a standard deviation of 3.24.

Tables 30 and 31 depict the range of required courses for the accredited and non-accredited schools of the AACSB. Thirty-four accredited schools required a range of five to 18 courses, with a mode of 10 required courses. Twenty-seven non-accredited schools required a range of eight to 20 courses, with a bi-modal distribution of nine and 12 required courses. Seventeen schools, or 62.9 percent, reported between nine and 12 required courses.

Table 27

Required Number of Business Core Courses,
 25 AACSB Member Schools of Business
 Administration, Graduating from
 100 to 299 Students, 1973-74

Number of Core Courses Required	Number of Schools
18	1
16	1
15	1
14	2
13	3
12	6
11	3
10	4
9	2
8	1
5	1

Table 28

Required Number of Business Core Courses,
17 AACSB Member Schools of Business
Administration, Graduating 300
or More Students, 1973-74

Number of Core Courses Required	Number of Schools
16	2
15	3
12	2
11	1
10	5
7	2
6	2

Table 29

Required Number of Business Core Courses,
61 AACSB Member Schools of Business
Administration, 1977

Number of Core Courses Required	Number of Schools
20	1
18	2
17	2
16	4
15	4
14	3
13	3
12	12
11	5
10	12
9	5
8	2
7	2
6	3
5	1

Table 30

Required Number of Business Core Courses,
 34 AACSB, Accredited Member Schools
 of Business Administration,
 1977

Number of Core Courses Required	Number of Schools
18	1
17	1
16	3
15	4
14	2
12	7
11	2
10	8
7	2
6	3
5	1

Table 31

Required Number of Business Core Courses,
27 AACSB, Non-Accredited Member Schools
of Business Administration
1977

Number of Core Courses Required	Number of Schools
20	1
18	1
17	1
16	1
14	1
13	3
12	5
11	3
10	4
9	5
8	2

Required Business Core Courses

The required business core courses for 19 AACSB member schools, graduating less than 100 students, is depicted in Table 32. At least 12 of the 19 schools, or 63.2 percent, require the following courses in the business core program:

- Accounting I
- Business Law I
- Marketing Principles
- Accounting II
- Corporate Finance
- Management Principles
- Economics I
- Economics II
- Statistics

The required business core courses for 25 AACSB member schools, graduating 100 to 299 students, is depicted in Table 33. Fourteen of the schools, or 56 percent, require the following courses:

- Marketing Principles
- Corporate Finance
- Economics I
- Accounting I
- Statistics
- Business Law I
- Economics II
- Accounting II
- Management Principles
- Data Processing

The required business core courses for 17 AACSB member schools of business administration, graduating 300 or more students, is depicted in Table 34. At least nine of the schools, or 52.9 percent, require the following courses:

- Economics I
- Accounting I
- Corporate Finance

Table 32

Required Business Core Courses of 19 AACSB Member
Schools of Business Administration
Graduating Fewer Than 100
Students, 1973-74

Courses	Schools Requiring	
	Number	Percent
Accounting I	19	100
Business Law I	18	94.7
Marketing Principles	18	94.7
Accounting II	16	84.2
Corporate Finance	15	79.0
Management Principles	14	73.7
Economics I	13	68.4
Economics II	12	63.2
Statistics	12	63.2
Business Communications	9	47.4
Business Policy	9	47.4
Data Processing	8	42.1
Quantitative Methods	7	36.8
Managerial Accounting	5	26.3
Business Law II	5	26.3
Organization and Behavior	5	26.3
Macro Economics	4	21.1
Money and Banking	4	21.1
Operations and Systems Management	4	21.1
Production Methods	4	21.1
Business and Society	3	15.8
Introduction to Business	3	15.8
Human Relations in Administration	3	15.8
Business Mathematics	3	15.8
Micro Economics	2	10.5
Intermediate Accounting	2	10.5
Cost Accounting	2	10.5
Operations Research	2	10.5
Advertising Principles	1	5.3
Report Writing	1	5.3
Managerial Economics	1	5.3
Information Systems	1	5.3
Investment and Security Analysis	1	5.3
Real Estate and Insurance	1	5.3

Table 33

Required Business Core Courses of 25 AACSB Member
Schools of Business Administration
Graduating from 100 to 299
Students, 1973-74

Courses	Schools Requiring	
	Number	Percent
Marketing Principles	24	96
Corporate Finance	23	92
Economics I	21	84
Accounting I	21	84
Statistics	20	80
Business Law I	19	76
Economics II	18	72
Accounting II	17	68
Management Principles	16	64
Data Processing	14	56
Business Policy	12	48
Business Communications	9	36
Organization and Behavior	9	36
Quantitative Methods	8	32
Production Methods	6	24
Macro Economics	5	20
Managerial Accounting	5	20
Operations and Systems Management	5	20
Micro Economics	4	16
Money and Banking	3	12
Business and Society	3	12
Introduction to Business	3	12
Operations Research	3	12
Business Law II	2	8
Human Relations in Administration	2	8
Economic Analysis	2	8
Managerial Economics	1	4
Organization and Administration	1	4
Industrial Relations	1	4
Labor Economics	1	4
Quality Control	1	4
Cost Accounting	1	4
Investment and Security Analysis	1	4

Table 34

Required Business Core Courses of 25 AACSB Member
Schools of Business Administration
Graduating 300 or More
Students, 1973-74

Courses	Schools Requiring	
	Number	Percent
Economics I	15	88.2
Accounting I	15	88.2
Corporate Finance	14	82.4
Accounting II	14	82.4
Marketing Principles	14	82.4
Economics II	13	76.5
Management Principles	13	76.5
Statistics	13	76.5
Business Law I	11	64.7
Data Processing	9	52.9
Quantitative Methods	8	47.1
Business Policy	5	29.4
Money and Banking	4	23.5
Organization and Behavior	4	23.5
Managerial Accounting	3	17.6
Introduction to Business	3	17.6
Production Methods	2	11.8
Macro Economics	2	11.8
Micro Economics	2	11.8
Operations and Systems Management	2	11.8
Business Law II	2	11.8
Business and Society	2	11.8
Business Communications	1	5.9
Human Relations in Administration	1	5.9
Managerial Economics	1	5.9
Operations Research	1	5.9
Business Fluctuations and Expansions	1	5.9
Social and Political Environment	1	5.9

Accounting II
 Marketing Principles
 Economics II
 Management Principles
 Statistics
 Business Law I
 Data Processing

The required business core courses for 61 AACSB member schools of business, in the three size categories, are depicted in Table 35. At least 31 schools, or 50.8 percent, require the following courses:

Accounting I
 Corporate Finance
 Economics I
 Business Law I
 Marketing Principles
 Accounting II
 Statistics
 Management Principles
 Economics II
 Data Processing

The required business core courses for 34 AACSB accredited member schools of business are depicted in Table 36. At least 50 percent of the accredited schools require the following courses:

Corporate Finance
 Accounting I
 Economics I
 Business Law I
 Accounting II
 Statistics
 Economics II
 Marketing Principles
 Management Principles
 Data Processing
 Quantitative Methods
 Business Policy

The required business core courses of 27 AACSB non-accredited member schools of business are depicted in Table

Table 35

Required Business Core Courses of 61 AACSB Member
Schools of Business Administration
1977

Courses	Schools Requiring	
	Number	Percent
Accounting I	55	90.2
Corporate Finance	52	85.2
Economics I	49	80.3
Business Law I	48	78.7
Marketing Principles	47	77.0
Accounting II	47	77.0
Statistics	45	73.8
Management Principles	43	70.5
Economics II	43	70.5
Data Processing	31	50.8
Business Policy	26	42.6
Quantitative Methods	23	37.7
Business Communications	19	31.2
Organization and Behavior	18	29.5
Managerial Accounting	13	21.3
Production Methods	12	19.7
Money and Banking	11	18.0
Macro Economics	11	18.0
Operations and Systems Management	11	18.0
Business Law II	9	14.8
Introduction to Business	9	14.8
Micro Economics	8	13.1
Business and Society	8	13.1
Human Relations in Administration	6	9.8
Operations Research	6	9.8
Managerial Economics	3	4.9
Business Mathematics	3	4.9
Intermediate Accounting	2	3.3
Investment and Security Analysis	2	3.3
Report Writing	1	1.6
Information Systems	1	1.6
Real Estate and Insurance	1	1.6
Business Fluctuations and Expansions	1	1.6
Advertising	1	1.6
Social and Political Environment	1	1.6

Table 36

Required Business Core Courses of 34 AACSB, Accredited
Member Schools of Business Administration
1977

Courses	Schools Requiring	
	Number	Percent
Corporate Finance	31	91.2
Accounting I	28	82.4
Economics I	27	79.4
Business Law I	26	76.5
Accounting II	26	76.5
Statistics	24	70.6
Economics II	24	70.6
Marketing Principles	20	58.8
Management Principles	20	58.8
Data Processing	18	52.9
Quantitative Methods	18	52.9
Business Policy	17	50.0
Organization and Behavior	13	38.2
Managerial Accounting	10	29.4
Operations and Systems Management	9	26.5
Production Methods	7	20.6
Money and Banking	7	20.6
Introduction to Business	7	20.6
Business and Society	6	17.6
Human Relations in Administration	4	11.8
Business Communications	4	11.8
Macro Economics	4	11.8
Business Law II	3	8.8
Micro Economics	3	8.8
Managerial Economics	2	5.9
Investment and Security Analysis	2	5.9
Operations Research	1	2.9
Business Mathematics	1	2.9
Real Estate and Insurance	1	2.9
Business Fluctuations and Expansions	1	2.9
Social and Political Environment	1	2.9

Table 37

Required Business Core Courses of 27 AACSB
Non-Accredited Member Schools of
Business Administration
1977

Courses	Schools Requiring	
	Number	Percent
Marketing Principles	27	100.0
Accounting I	27	100.0
Management Principles	23	85.2
Economics I	22	81.5
Business Law I	22	81.5
Accounting II	21	77.8
Statistics	21	77.8
Corporate Finance	21	77.8
Economics II	19	70.4
Business Communications	15	55.6
Data Processing	13	48.2
Business Policy	9	33.3
Macro Economics	7	25.9
Business Law II	6	22.2
Quantitative Methods	5	18.5
Organization and Behavior	5	18.5
Production Methods	5	18.5
Micro Economics	5	18.5
Operations Research	5	18.5
Money and Banking	4	14.8
Managerial Accounting	3	11.1
Introduction to Business	2	7.4
Business and Society	2	7.4
Human Relations in Administration	2	7.4
Business Mathematics	2	7.4
Intermediate Accounting	2	7.4
Operations and Systems Management	2	7.4
Managerial Economics	1	3.7
Report Writing	1	3.7
Information Systems	1	3.7
Advertising	1	3.7

37. Fifteen schools, or 55.5 percent, require the following courses:

Marketing Principles
 Accounting I
 Management Principles
 Economics I
 Business Law I
 Accounting II
 Statistics
 Corporate Finance
 Economics II
 Business Communications

Table 38 depicts a comparison of the required courses for the accredited schools with the non-accredited schools of business administration. Thirteen courses were determined to be the business core for the accredited and non-accredited schools of business. Nine of the required courses were shared by both groups. Data Processing, Quantitative Methods, and Business Policy were additional courses required by the accredited schools, and Business Communications is an additional course which was required by the non-accredited schools.

Table 39 compares the suggested undergraduate standards of the AACSB with the accredited and non-accredited schools of business under study. Since only the business core programs were studied, courses offered by the business schools as electives for the AACSB common body of knowledge were not considered. Neither the accredited nor the non-accredited schools required Introduction to Business. All of the other courses suggested by the AACSB were met by the schools.

Table 38

Business Core Requirements of AACSB
Accredited and Non-Accredited
Schools of Business

Required Courses	Accredited Schools	Non-Accredited Schools
Accounting I	X	X
Accounting II	X	X
Economics I	X	X
Economics II	X	X
Statistics	X	X
Business Law I	X	X
Marketing Principles	X	X
Corporate Finance	X	X
Business Communications		X
Data Processing	X	
Quantitative Methods	X	
Business Policy	X	

Table 39

Comparison of the Suggested Undergraduate Required
Curriculum Standards of the AACSB with the
Required Courses of the Accredited and
Non-Accredited Schools of Business
1977

Subject Areas	Accredited Schools	Non-Accredited Schools
Business Foundation:		
Lower Division		
Principles of Accounting	X	X
Principles of Economics	X	X
Business Law	X	X
Statistics	X	X
Introduction to Business		
Upper Division		
Principles of Finance	X	X
Principles of Marketing	X	X
Principles of Management	X	X

Table 40 is a comparison of the Chen-Zane study¹ of 1967 and the Deal study² of 1975 with this study. The most common courses are those which are required by 50 percent or more of the schools within each study. These courses are considered to be the core program for each study. Table 40 lists the courses which are considered to be the business core courses in the three studies. Some of the courses are not shared by all three studies; however, for comparison, they appear in parentheses if they are not part of the core.

¹Chen and Zane, op. cit., p. 5.

²Deal, op. cit., p. 20.

Table 40
 Comparison of Business Core Courses From
 The Chen-Zane and Deal Studies
 with the Kendrick Study

Required Courses	Chen-Zane		Deal		Kendrick	
	Number	Percent	Number	Percent	Number	Percent
Accounting I	90	95.7	93	94	55	90.2
Accounting II	88	93.6	73	83	47	77.0
Economics I	87	92.6	86	98	49	80.3
Economics II	85	90.5	74	84	43	70.5
Statistics	88	93.6	81	92	45	73.8
Business Law I	85	90.5	78	89	48	78.7
Marketing Principles	93	99.0	75	85	47	77.0
Management Principles	52	55.4	83	94	43	70.5
Corporate Finance	89	94.7	85	97	52	85.2
Money and Banking	55	58.5	(24)	(28)	(11)	(18.0)
Data Processing	(7)*	(7.4)	56	64	31	50.8
Business Policy	(31)	(33.0)	46	52	(24)	(42.6)

* Courses in parenthesis are not part of the core.

Source:

Gordon K. C. Chen and Edward A. Zane, "The Business Core Curricula Eight Years After Gordon-Howell" Collegiate News and Views, XXXIII (October, 1969), 5.

Emit B. Deal, "Business Core Curricula Revisited," Collegiate News and Views, XXX (Spring 1977), 20.

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of the study was to determine typical content of the core programs of undergraduate business administration at selected colleges and universities, and to survey the methods presently in use for changes in programs to meet the needs of business, government, and graduate and professional schools.

Ninety members of the American Assembly of Collegiate Schools of Business were selected for study of their undergraduate core programs in business administration.¹ Of the 90 institutions which were selected, 30 graduated fewer than 100 students per year, 30 graduated from 100 to 299 students, and 30 graduated 300 or more students.² The selection was further based upon a somewhat regular geographical distribution across the United States. Appendix C contains a list of the colleges and universities selected for study.

The catalog from each college or university was studied for business administration core requirements and course descriptions.³

¹AACSB, 1974-1975 Directory, (St. Louis: American Assembly of Collegiate Schools of Business, 1974), pp. 12-44.

²Curtis O. Baker and Agnes Q. Wells, Earned Degrees Conferred, 1973-74, Institutional Data, (Washington, D.C.: U.S. Dept. of Health, Education, and Welfare, Education Division, National Center for Education Statistics, 1976), 83-91.

³National Microfilm Library, (San Diego, California: National Microfilm Library, 1977)

A questionnaire was sent to the deans of the schools of business to determine the accuracy of the core programs listed in the catalogs. It was also determined from the questionnaire the criteria which were used to make program revisions. The data from the catalogs and questionnaires were tabulated and compared with the data and recommendations of previous studies.

Summary

It appears that most members of the AACSB maintain a review of the AACSB standards. The smaller schools, such as those graduating fewer than 100 students, usually designated one person to maintain a review, whereas the larger schools tended to utilize a committee.

When recommending program changes, about one-half of the schools depended upon the opinions of the business faculty first. More than thirty percent conducted a study of business and industry needs. Nearly one-third of the schools adopted the recommendations of the individuals suggesting changes and nearly 25 percent used other methods to determine program changes.

More than one-half of the schools tended to view course prerequisites as being flexible, but using discretion; whereas, about one-third view it as quite important and maintain strict control.

Seventeen and five-tenths percent of the schools reported a student/teacher ratio of 30. The mean was 25.33

students per teacher with a standard deviation of 8.29. The non-accredited schools tended to have a higher student/teacher ratio than the accredited schools.

The most common number of courses for the business core ranged from 10 to 12. There appears to be little difference between the number of courses offered by the accredited and non-accredited schools, and the course offerings in the core are the same except the accredited schools tended to require Data Processing, Quantitative Methods, and Business Policy which were not required by the non-accredited schools. The non-accredited schools, however, required Business Communications, which were not required by the accredited schools. The additional courses required by the accredited schools tend to reflect the importance of the quantitative approaches to business.

A comparison of the accredited and non-accredited schools' core programs with the recommendations of the AACSB, indicated that there is no difference between the accredited and non-accredited schools with regard to the basic standards of the AACSB. Neither the accredited nor the non-accredited schools tended to require Introduction to Business in their core programs; whereas the AACSB recommends Introduction to Business as a core requirement.

Generally, there is little difference in the results of this study when compared with the Chen and Zane study of 1967 which includes 94 member schools of the AACSB.¹ and Deal's study of 1975 which includes 88 member schools of the AACSB.²

Conclusions

1. The common method for maintaining program evaluation was with a committee.
2. The common method for determining program changes was by faculty opinion.
3. The mean student/teacher ratio was 25 to 1 with a standard deviation of 8 to 1.
4. Most schools are not complying with the AACSB standards which suggest that Introduction to Business be included in the business core.
5. The common courses in the business core as indicated by 61 AACSB member schools are listed below:
 - Corporate Finance
 - Accounting I
 - Economics I
 - Business Law I
 - Accounting II
 - Statistics
 - Economics II
 - Marketing Principles
 - Management Principles
 - Data Processing
6. There is little difference in the course offerings between the smaller and larger schools.

¹Chen-Zane, op. cit., p. 5.

²Deal, op. cit., p. 20.

Recommendations

1. In completing a similar study, the researcher should request the business core programs directly from colleges and universities, rather than study the programs listed in catalogs because of the difficulty of discerning the core programs as indicated in catalogs. This should reduce the error resulting from misinterpreting the catalog.

2. Because faculty opinion is used as the common method for determining program changes, faculty members should maintain some level of knowledge of the current needs and practices within their area of specialization through research, regional and national meetings, and regular contact with actual business problems.

3. Schools with higher student/teacher ratios should strive to achieve a lower student/teacher ratio.

4. Introduction to Business should be included in the business core programs.

5. A follow-up study might include a survey of elective courses from a sample of schools similar to the schools included in this study. A comparison of these courses could be made with the AACSB Standards of the common body of knowledge.

6. A study should be conducted of the business and industry needs, comparing those needs with the programs which are being offered at colleges and universities.

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APPENDIX A

Letter of Transmittal

EMPORIA STATE UNIVERSITY

1200 COMMERCIAL / EMPORIA, KANSAS 66801 / TELEPHONE 316-343-1200.



September 23, 1977

me, Dean
hool of Business
iversity
dress
ty, State

ar (Name):

curriculum study of ninety schools, which are members of
e American Assembly of Collegiate Schools of Business, is
ing conducted at Emporia State University. Your school
s selected for the study.

e purpose of the study is to determine typical course content
the core programs in undergraduate schools of business.
other purpose is to determine procedures for making changes
business core requirements.

e attached questionnaire is short and will take only a few
minutes to complete. The information revealed in the study
ll remain anonymous; however, the questionnaire will be coded
the upper left-hand corner, according to the general size of
e school.

ur response is important. Please complete the questionnaire
d return it in the enclosed envelope.

Very truly yours,

Gary R. Kendrick

APPENDIX B
Questionnaire

QUESTIONNAIRE ON UNDERGRADUATE CORE REQUIREMENTS
IN BUSINESS ADMINISTRATION

1. Is the core program for business administration the same as listed in your current catalog? YES___ NO___
2. If the answer to question number one is no, please send a copy of your program.
3. Is one or more of your staff specifically designated to maintain a review of the current undergraduate standards as published by the AACSB?
 - A. one person _____
 - B. committee _____
 - C. other, please specify _____

4. When recommending changes in your business core requirements, do you:
 - A. adopt the recommendations of the individual suggesting the change? _____
 - B. conduct a study of business and industry needs? _____
 - C. assess the opinions of the business faculty? _____
 - D. other, please specify _____

5. Considering the procedure you use, from question number 4, rank in order beginning with number one, the most used method to the least used method.
 - A. adopt the recommendations of the individual suggesting the change? _____
 - B. conduct a study of business and industry needs? _____
 - C. assess the opinions of the business faculty? _____
 - D. other, please specify _____

QUESTIONNAIRE CONTINUED

6. In most programs, there are established course sequences. Do you adhere to this policy:

A. strictly? _____

B. with discretion? _____

C. loosely? _____

D. other, please specify _____

7. What is the student/teacher ratio in your undergraduate business program? _____

COMMENTS:

If you would like an abstract of this study, indicate below:

Name

Address

Please return to: Gary R. Kendrick
 Division of Business and Business Education
 Emporia State University
 Emporia, Kansas 66801

APPENDIX C

AACSB Colleges and Universities

Selected for the Study

Schools Graduating Under 100

Alabama A & M University
Major B. Lightfoote, Dean
College of Business and Economics
Montgomery, Alabama 36101

University of Central Arkansas
J. Conrad Carroll, Dean
College of Business Administration
Conway, Arkansas 72032

California State College, Bakersfield
Dr. Richard S. Wallace, Dean
School of Business and Public Administration
9001 Stockdale Highway
Bakersfield, California 93309

Fort Lewis College*
Edward S. Freienmuth, Director
School of Business Administration
Durango, Colorado 81301

Albany State College
Thelma D. Dean, Chairman
Division of Business
Albany, Georgia 31705

The College of Idaho
Edward W. Sawyer, Acting Chairman
Department of Business Administration
Caldwell, Idaho 83605

Illinois Wesleyan University
Dr. Robert W. Harrington, Director
Division of Business and Economics
Bloomington, Illinois 61701

Butler University
H. Raymond Swenson, Dean
College of Business Administration
Indianapolis, Indiana 46208

Wartburg College
Melvin L. Kramer, Chairman
Department of Business Administration and Economics
Waverly, Iowa 50677

*AACSB accredited member

Kentucky State University
Leola E. Madison, Acting Chairman
Department of Business and Economics
Frankfort, Kentucky 40601

University of Maine at Portland-Forham
Dr. John W. Bay, Dean
School of Business and Economics
Portland, Maine 04103

Mount Saint Mary's College
Raymond R. Lauer, Chairman
Department of Business
Emmitsburg, Maryland 21727

Massachusetts Institute of Technology*
Dr. William F. Pounds, Dean
Alfred P. Sloan School of Management
Cambridge, Massachusetts 02139

Andrews University
Robert E. Firth, Chairman
Department of Business Administration
Berrien Springs, Michigan 49104

University of Minnesota, Duluth
Dr. Robert S. Hancock, Dean
School of Business and Economics
Duluth, Minnesota 55812

University of Missouri at Kansas City*
Dr. Jack D. Heysinger, Dean
School of Administration
5100 Rockhill Road
Kansas City, Missouri 64110

Creighton University*
Dr. J. L. Carrica, Dean
College of Business Administration
Omaha, Nebraska 68178

Dartmouth College*
Richard R. West, Dean
The Amos Tuck School of Business
Hanover, New Hampshire 03755

University of New Mexico
Robert R. Rehder, Dean
Robert O. Anderson School of Business and Administrative
Sciences
Albuquerque, New Mexico 87131

University of North Carolina at Wilmington
Norman R. Kaylor, Chairman
Department of Business and Economics
Wilmington, North Carolina 28401

North Dakota State University
Cliff P. Dobitz, Chairman
Business-Economics Department
Fargo, North Dakota 58102

Ohio Northern University
Roger D. Young, Chairman
Department of Business Administration and Economics
Ada, Ohio 45810

Oklahoma City University
Dr. Ralph N. Traxler, Jr., Dean
School of Management and Business Science
Oklahoma City, Oklahoma 73106

Portland State University*
Dr. Donald D. Parker, Dean
School of Business Administration
P.O. Box 751
Portland, Oregon 97201

Westminster College
Paul E. Frary, Chairman
Department of Economics and Business
New Wilmington, Pennsylvania 16142

Providence College
Gustave C. Cote, Chairman
Department of Business Administration
Providence, Rhode Island 02918

South Carolina State College
Edet R. Iwok
Department of Business Administration
Orangeburg, South Carolina 29117

Austin Peay State College
J. F. Burney, Dean
School of Business and Economics
Clarksville, Tennessee 37040

Bishop College
Oscar Olchyk, Chairman
Division of Business
Dallas, Texas 75241

Washington and Lee University*
E. C. Atwood, Jr., Dean
School of Commerce, Economics, and Politics
Lexington, Virginia 24450

Schools Graduating 100 to 299

Arkansas State University
 Dr. Lonnie E. Talbert, Dean
 College of Business
 State University, Arkansas 72467

California Polytechnic State University, San Luis Obispo
 Carroll R. McKibbin, Dean
 School of Business and Social Sciences
 San Luis Obispo, California 93401

University of Delaware*
 Dr. Eric Brucker, Dean
 College of Business and Economics
 Newark, Delaware 19711

Emporia State University
 Dr. R. B. Russell, Chairperson
 Division of Business and Business Education
 Emporia, Kansas 66801

Florida A & M University
 Sybil C. Mobley, Dean
 School of Business and Industry
 Tallahassee, Florida 32307

Georgia Southern College
 Dr. Origen J. James, Dean
 School of Business
 Statesboro, Georgia 30458

University of Idaho
 Dr. Gerald R. Cleveland, Dean
 College of Business and Economics
 Moscow, Idaho 83843

Indiana State University, Evansville
 Dr. Kenneth B. Settle, Chairman
 Division of Business
 Evansville, Indiana 47712

Iowa State University
 William H. Thompson, Chairman
 Department of Industrial Administration
 Ames, Iowa 50010

*AACSB accredited member

University of Kansas*
Dr. Joseph A. Pichler, Dean
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The University of Michigan*
Floyd A. Bond, Dean
School of Business Administration
Ann Arbor, Michigan 48104

Mississippi College
D. Gray Miley, Chairman
Division of Business and Economics
Clinton, Mississippi 39058

Kearney State College
Dr. Floyd E. Krubeck, Dean
Department of Business and Technology
Kearney, Nebraska 68347

University of Nevada, Las Vegas
George H. Hardbeck, Dean
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Las Vegas, Nevada 89154

University of New Hampshire
Dr. Jan E. Clee, Dean
Whittemore School of Business and Economics
Durham, New Hampshire 03824

New Mexico State University*
Bryce J. Brisbin, Dean
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Las Cruces, New Mexico 88003

The University of North Carolina at Charlotte
Dr. Allan V. Palmer, Dean
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Charlotte, North Carolina 28223

The University of North Dakota
Dr. Clair D. Rowe, Dean
College of Business and Public Administration
Grand Forks, North Dakota 58201

University of Oregon*
Dr. James Rhinemuth, Dean
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Master of Administration Program
Middletown, Pennsylvania 17057

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Clemson University
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University of South Dakota (Vermillion)*
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School of Business
Vermillion, South Dakota 57069

University of Tennessee at Chattanooga
Arther G. Vieth, Director
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Texas Christian University*
Dr. Gilbert Whitaker, Dean
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Fort Worth, Texas 76129

Utah State University*
(Vacant), Dean
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Logan, Utah 84322

Washington State University*
Dr. Eugene Clark, Dean
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Pullman, Washington 99163

West Virginia Institute of Technology
Jack Robertson, Dean
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University of Wisconsin-Eau Claire
Dr. James F. Wenner, Dean
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Eau Claire, Wisconsin 54701

University of Wyoming*
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Laramie, Wyoming 82070

Schools Graduating 300 and Above

University of Alabama*
Dr. John S. Fielden, Dean
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Arizona State University*
Glenn D. Overman, Dean
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Tempe, Arizona 85281

University of Arkansas*
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University of Colorado*
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University of Florida*
Dr. Robert F. Lanzillotti, Dean
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Gainesville, Florida 32601

Indiana University*
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University of Iowa*
Dr. B. L. Barnes, Dean
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University of Kentucky*
Dr. William Ecton, Dean
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Louisiana State University*
Dr. Don L. Woodland, Dean
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University of Maryland*
Dr. Rudolph P. Lamone, Dean
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University of Massachusetts*
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Michigan State University*
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Oklahoma State University*
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Virginia Polytechnic Institute and State University*
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University of Washington*
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West Virginia University*
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