

Cornell University  
Announcements

Graduate School  
of Business and Public  
Administration



# **Cornell University**

## **1977-78 Graduate School of Business and Public Administration**

### **Cornell University Announcements**

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## **Objectives: Graduate School of Business and Public Administration**



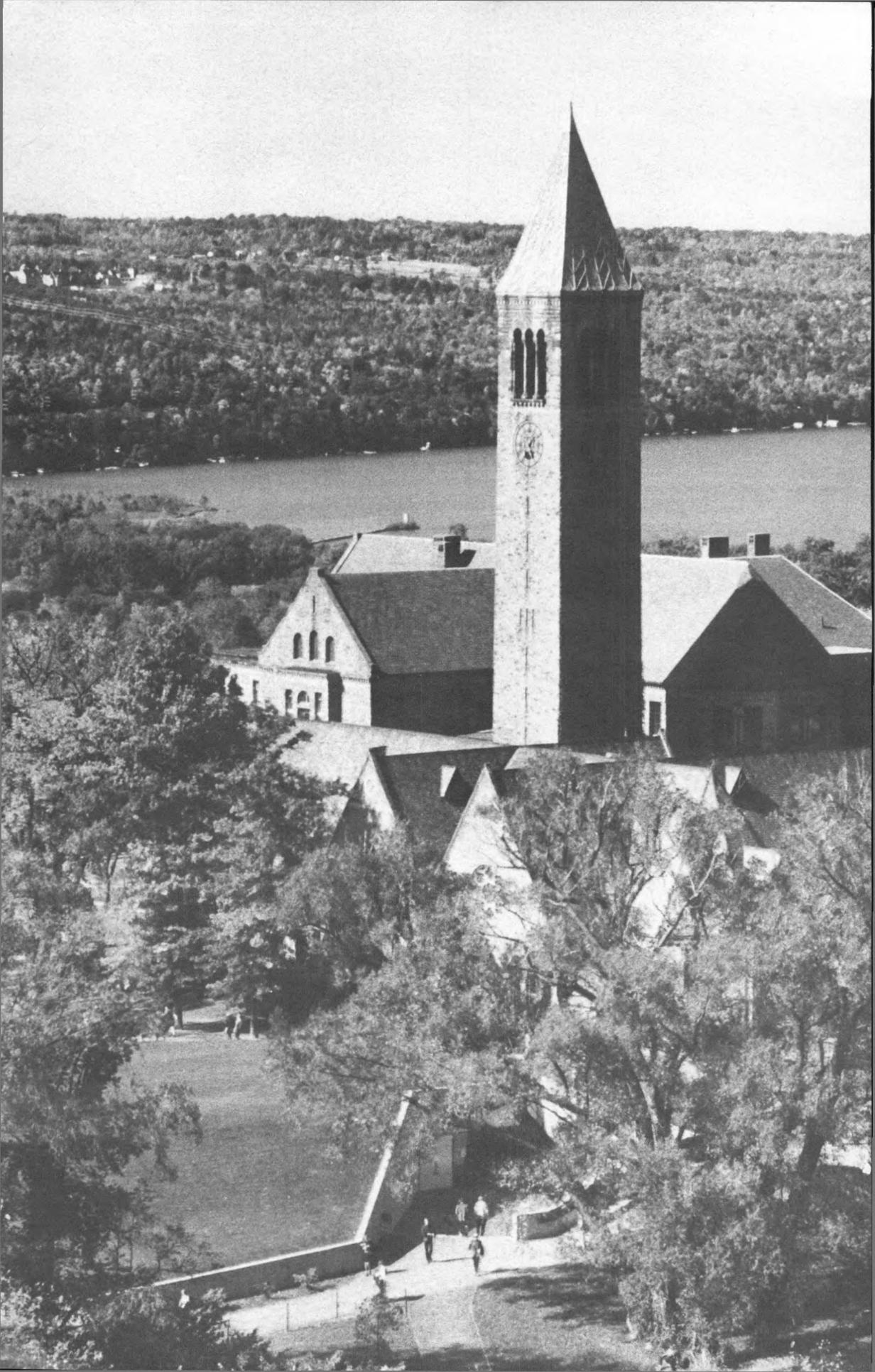
Today's executives in business, government, and hospital and medical care administration must be able to understand the complexities of the private and public sectors where they work and the organizations of which they are a part. Executives can no longer afford to be narrow specialists. In this rapidly changing world, they must be able to deal with such diverse areas as information processing, international finance, and government regulations.

The School and its faculty help future managers prepare for this world of change and diversity. We help them attain the knowledge, skills, habits of thought, and attitudes that shape successful managers. We introduce them to such basic disciplines as written and oral communication, organizational behavior, and quantitative methods. We stress the need to understand the economic, political, and social environment in which management operates.

In the end, we hope to have laid the foundation for a lifetime of learning. We try to graduate students who will continue to learn, to be receptive to new ideas. We attempt to develop men and women who can both identify and solve problems. Yet we do not try to tell students what their personal values and attitudes should be. We do insist that students understand their own values, the values of others, and the place of these values in making decisions.

Like our own personal goals or the goals of any complex organization, the objectives of the School are sometimes in conflict. But from such occasional conflict comes insight and greater harmony. The model of Cornell and of this School is an old one. Although imperfect, it has for years benefited both individuals and society.

*H. Justin Davidson, Dean*



# I. Introduction

## The School and the University

### THE SETTING

The Graduate School of Business and Public Administration is located at the center of the Cornell University campus in Ithaca, New York.

Ithaca is a small city of character and vitality. It has a population of approximately 44,000, about half of whom are students attending either Cornell University or Ithaca College. For a small city, Ithaca has an unusual number of fine retail stores, excellent restaurants, and interesting coffee houses and bars, as well as a wide range of cultural activities.

Settled among the hills and natural gorges at the southern end of Cayuga Lake in the center of the Finger Lakes Region, Ithaca provides the unique combination of a cosmopolitan atmosphere in a rural setting.

The weather is typical of the northeastern United States. Winter temperatures occasionally drop to zero but usually hover around the thirty-degree mark. Spring is somewhat damp and cloudy; summer is moderate with an average temperature of seventy degrees; and autumn is generally brisk and sunny.

### THE SCHOOL'S HISTORY

In 1865, when Cornell University was founded, the need for education in the area of

management had already been recognized. Andrew D. White, the University's first president, recommended early in his administration that a department of commerce and trade be established.

It was not until 1946, however, that the Board of Trustees authorized the establishment of a school to teach and conduct research in business and public administration. At a time when existing schools specialized in either business or public administration, the decision of the trustees was an innovation. They reasoned that combining the two subject areas was logical because the basic principles and practices of sound administration cut across institutional differences, and because the need for cooperation between the private and public sectors of the economy would likely become increasingly important in the postwar world.

Developments in recent years have justified their decision. Today, schools of business administration are beginning to emphasize the importance of close business-government relationships, and schools of public administration are stressing the need for public administrators to understand and use concepts and approaches traditionally taught in business curricula.

Since its founding, the School has expanded and matured. Its faculty has increased from fewer than 10 members to more than 40; its student enrollment has grown from about 75 to approximately 450. Through the generous financial support of the Alfred P. Sloan Foundation, the School established a program of hospital administration in 1954. This program,

the Sloan Program of Hospital and Health Services Administration, has become one of the nation's leading centers for teaching and research in medical care administration.

In 1964 the School moved into the newly built Malott Hall, named after Cornell's President Emeritus Deane W. Malott. The building was designed to meet the requirements of graduate education in management, and houses a center for student activities and offices for faculty and administrators. In addition to class and seminar rooms, it houses the Eastwick Library, Bache Auditorium, and the Spencer and Collyer meeting rooms. In January of 1977, a new wing to Malott Hall was completed. The wing provides additional office and library space, student conference rooms, and two 120-seat lecture halls.

## THE STUDENT BODY

Like the University of which it is a part, the School draws its student body from a wide variety of disciplines and locations. The 450 master's degree candidates currently in residence come from 198 American and foreign colleges and universities. More than half of the students have an undergraduate background in arts and sciences and approximately one-quarter in engineering. One-half began their graduate training immediately after receiving their bachelor's degrees and the remaining half following military or work experience. The undergraduate colleges and universities represented in the current student body are listed on pp. 16-17.

## Educational Directions

### MASTER'S DEGREE PROGRAMS

The Graduate School of Business and Public Administration offers three professional degrees: Master of Business Administration, Master of Public Administration, and Master of Professional Studies—Hospital and Health Services Administration.

Although the School emphasizes the need for all candidates to develop a sound foundation in such disciplines as economics, statistics, and behavioral science, it also recognizes that the diverse career interests and objectives of its students should be accommodated. To this end it provides for a high degree of flexibility in the second year of the master's degree programs. In contrast to many schools of administration, it has

no prescribed fields of concentration. Instead, each student, in consultation with an adviser, is free to select a program of elective courses that meets his or her particular career plans and objectives. Students may select elective courses from a wide range of choices within the School's curriculum and also are encouraged to choose courses in other departments of the University.

Students with strong undergraduate backgrounds in economics, accounting, behavioral sciences, engineering, computer science, or other technical fields can usually exempt one or more core courses by taking a series of examinations given before each semester. A "superior" score will earn credit for the student equivalent to the credits of the course exempted. This exemption system thus increases the number of elective courses that students may take.

In choosing electives from other units of the University, students are particularly encouraged to take graduate courses in the Departments of Economics and Government of the College of Arts and Sciences; the School of Operations Research and Industrial Engineering of the College of Engineering; the Department of City and Regional Planning in the College of Architecture, Art, and Planning; the College of Agriculture and Life Sciences; and the School of Industrial and Labor Relations.

### DOCTORAL DEGREE PROGRAMS

Studies for the Ph.D. degree in the Field of Business and Public Administration prepare candidates primarily for careers in teaching and research. The enrollment in the doctoral program at the School is limited to permit extensive contact between candidates and faculty. Graduates of the Ph.D. program are currently on the faculties of a number of leading schools of business and public administration.

### SPECIAL PROGRAMS

Each summer the School conducts an intensive five-week Executive Development Program for persons at the senior management level. Together with professors and nationally known business and government leaders, the participants explore management's task in the face of accelerating technological change and increasing social, economic, and political responsibilities. Since the inception of this program in 1953, over 1500 executives from more than 200 companies and 40 countries have participated. The School conducts similar summer programs for executives in the fields of health administration and agribusiness.

In the past, faculty of the School have participated in several overseas projects. For a number of years they assisted in the development of a program in business administration at the Middle East Technical University in Ankara, Turkey. More recently, members of the faculty cooperated in the establishment of programs in management at the University of the West Indies.

## EDUCATIONAL APPROACH

**Flexibility.** The master's degree programs of the School are flexible. Students may exempt core courses in which they have an adequate background. They can, in addition, select from a wide range of elective courses, both in the School and in other units of the University.

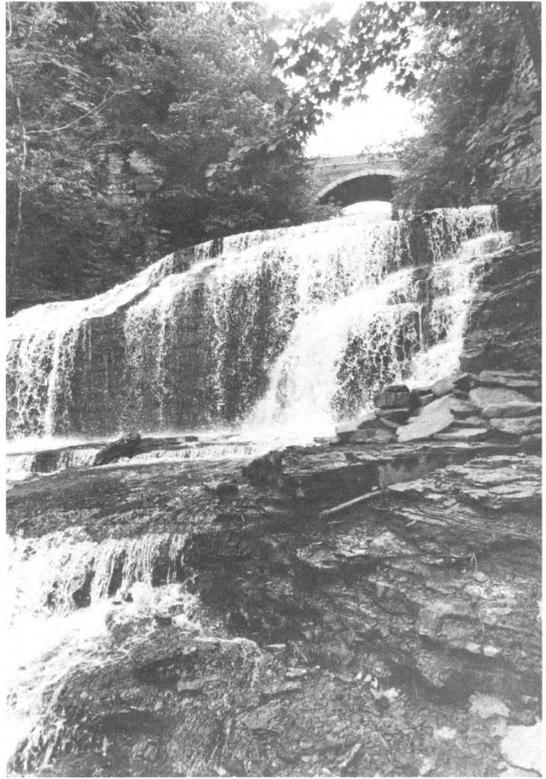
Students are asked to choose elective courses with the guidance of faculty advisers and with some purposeful pattern. Although no major is formally required, students can select an area for concentration from a wide range of fields.

The School regularly reviews its curriculum to maintain its effectiveness and its responsiveness to the needs of a changing world.

**Methods of Instruction.** The teaching methods at the School vary with the subject matter and the professors. Case studies and problems are introduced to acquaint the student with the complexities of real management situations requiring analysis, decision, and the development of a course of action. The lecture-discussion approach is used where it can contribute to the effective integration of reading assignments and class materials. Most advanced courses are offered as seminars in which individual study and research are required and ideas can be discussed in depth.

## FACILITIES

**Computer.** The principal computing facility at Cornell is an IBM 370 Model 168 located at Langmuir Laboratory at Cornell's Research Park. The system is equipped for remote access of several kinds, so very few users find it necessary to visit Langmuir. For batch input, there are four locations on campus — in Upson, Clark, Warren, and Uris Halls — with self-service, high-speed card readers and line printers. The latter three installations are located less than a block from the School. In addition to batch access, users may access the 370 through either the CMS or APL time-sharing systems. Using the CMS system, it is possible to run jobs interactively or to schedule them for execution by the batch processor. There are currently over a dozen interactive terminals distributed among Upson,

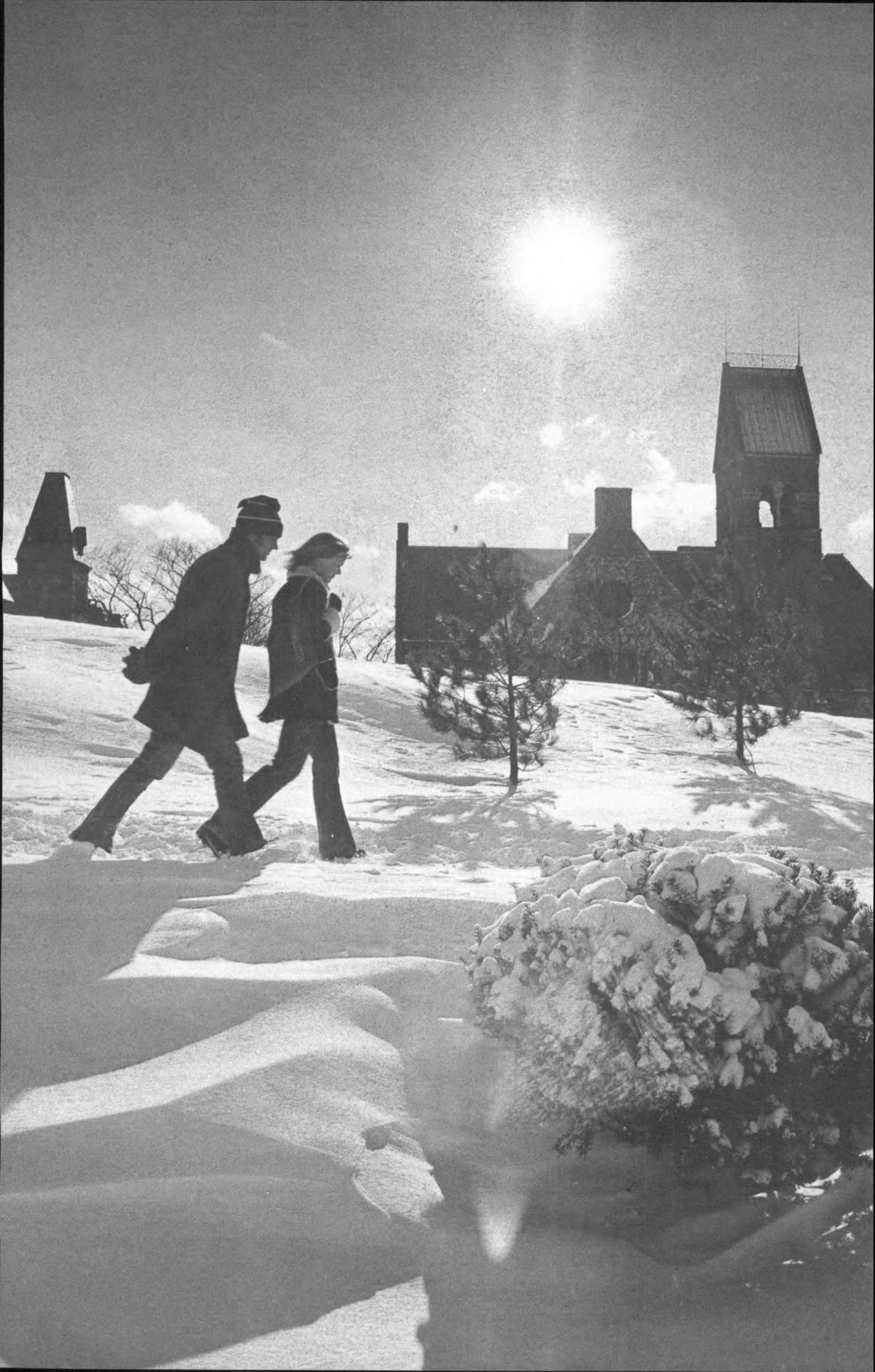


*Cascadilla Gorge cuts through the Cornell campus and provides an interesting hiking trail to downtown Ithaca.*

Clark, Warren, and Uris Halls for use by the general campus community and another seven terminals located in Malott Hall for the exclusive use of students of the School. The computer facilities in the School are used for assigned course work and special projects.

**Library Resources.** The Eastwick Library of the Graduate School of Business and Public Administration contains more than 115,000 volumes in various areas of business, public, and health administration. The library, located in Malott Hall, has open stacks and comfortable facilities for readers. A reference collection is maintained and professionally staffed to provide direct assistance to faculty and students in the solution of academic and research problems. There is an extensive collection of annual reports of American and foreign corporations, both in hard copy and microform.

In addition to Eastwick Library of the School, the John M. Olin Library, the principal graduate research facility on campus, and other Cornell libraries are open to all students. Altogether the University's library holdings total more than four million volumes, placing the Cornell libraries among the ten major university libraries in the United States.



## II. Admissions

### Admissions Policy

Each year approximately 225 new students enter the master's degree programs of the Graduate School of Business and Public Administration at Cornell.

It is the policy of Cornell University actively to support equality of educational opportunity. No student shall be denied admission to the University or be discriminated against otherwise because of race, color, creed, religion, national or ethnic origin, or sex.

The Admissions Committee, consisting of faculty, administrators, and students, considers a series of important variables in the decision process. These variables indicate the applicant's capacity and motivation for graduate work in the School and for his or her later performance as a responsible and creative executive. Admissions decisions are based on a balanced assessment of the applicant's background. In this sense, there are no arbitrary cutoffs in terms of a student's academic grade-point average or scores on the required admissions tests. Certainly, the Admissions Committee is careful not to accept applicants about whom there is serious doubt of satisfactory performance; however, impressive records of leadership in employment experience, military service, and extracurricular activities may compensate for what might not usually be considered outstanding academic qualifications.

As a result of this compensatory admissions policy, over half the students enrolled have a record of significant work experience before admission to the School.

### Eligibility for Admission

#### DEGREE REQUIREMENTS

Admission to candidacy for the M.B.A., M.P.A. or M.P.S.(H.H.S.A.) degree is open to qualified men and women holding baccalaureate degrees from accredited colleges, universities, or technical schools in this country or abroad.

#### UNDERGRADUATE PREPARATION

In the light of the specialization inherent in professional education at the graduate level and in subsequent professional careers, candidates are urged to pursue as broad an education at the undergraduate level as their curricula allow. Undergraduate courses in business administration do not enhance a candidate's eligibility for admission, nor do they necessarily assure satisfactory academic performance here. The School's three master's degree programs are designed for candidates who have majored in nonbusiness fields as undergraduates. More than half of the students enrolled in the School have a background of undergraduate studies in arts or sciences and approximately one-quarter were engineering students as undergraduates.

Although no specific undergraduate courses are required for admission, it is recommended that students planning to enter the School include in their undergraduate programs courses in economics, American government, the humanities, the behavioral and social sciences, and mathematics.



*George Ridenour, right, director of admissions and student affairs, and Malka Weinstein, left, registrar and assistant director of admissions and student affairs.*

Since a number of core courses and electives assume a working knowledge of algebra and basic calculus, the School strongly urges students to strengthen their background in mathematics. This is particularly important for those with backgrounds in the social sciences and liberal arts who may have had little or no work in mathematics.

The necessary mathematics background can be obtained by:

1. Taking an introductory calculus course before coming to Cornell.
2. Engaging in self-study. Those who wish to study algebra and calculus on their own may obtain instructions on how to proceed and recommended books by writing to the director of admissions and student affairs of the School.

For those students who have not had previous work in calculus or who feel the need for review, the School offers a two-week review course during August. A special announcement will be made in the spring of 1978 about the dates and tuition fees. However, students with limited mathematics backgrounds should understand that the two-week course is designed as an intensive review of algebra and as an introduction to or review of basic calculus.

For applicants who may not be sure whether their calculus background is sufficient, a working knowledge of the following topics is assumed when the first semester begins: (a) the concept of limit; (b) differentiation of simple polynomials, exponential functions, and logarithmic functions; (c) integration of the simple functions contained in (b); (d) partial differentiation of simple algebraic functions of two variables; (e) the use of differentiation to find maximums and minimums; and (f) the use of integration to find areas.

**Note:** For information on exemption from core courses and advanced standing credit, see pp. 35-36.

## NONDEGREE CANDIDATES

The School accepts a very limited number of qualified students who, because of special circumstances (e.g., one year's leave of absence from employment or a one-year fellowship for a foreign student), are not candidates for degrees. Admissions standards and procedures in such cases are the same as those for degree candidates. Interested persons should write to the director of admissions and student affairs

and complete an application form for admission in the usual way.

## GRADUATE MANAGEMENT ADMISSION TEST (GMAT)

The Graduate School of Business and Public Administration at Cornell is a member of the Graduate Management Admissions Council, a group consisting of representatives of fifty graduate management schools. The Council contracts with the Educational Testing Service to administer the Graduate Management Admission Test (GMAT), a three and one-half hour aptitude test designed to measure certain mental skills important in the graduate study of management. The test is not a measure of achievement of knowledge in any specific subject area, and those who take the test are neither required nor expected to have had undergraduate preparation in management subjects.

The Admissions Committee prefers that all applicants, American and foreign, take the GMAT. The committee will accept, however, aptitude scores from the Graduate Record Examination (GRE) for applicants to the M.P.A. and M.P.S. (H.H.S.A.) degree programs only. Applicants to the M.B.A. degree program must without exception take the GMAT.

Applications for the GMAT and an explanatory pamphlet may be obtained by writing to the Graduate Management Admission Test, Educational Testing Service, Princeton, New Jersey 08540. A completed test application and the \$12.50 fee should be received in Princeton at least three weeks in advance of the test date if the test is to be taken in the United States or Canada, and at least six weeks in advance for other countries.

The GMAT is given at many educational centers in the United States and abroad, although it is not given at every test center on every date. In cases where the location is distant from the applicant's residence, the Educational Testing Service will, on request, arrange for a special administration of the test at a more convenient location on the same date, but such arrangements must be made at least two months in advance of the test.

Students currently enrolled in college are urged to take the test during their senior year, even if they intend to defer application for admission. The test dates for 1977-78 are:

### *Regular Saturday Administrations*

November 5, 1977  
January 28, 1978  
March 18, 1978  
July 8, 1978

### *Monday Administrations\**

November 7, 1977  
January 30, 1978  
March 20, 1978  
July 10, 1978

\*Limited to candidates whose religious convictions prevent their taking tests on Saturdays.

A candidate may retake the test one or more times, but retaking the test is not encouraged unless the candidate was ill the first time or was confronted with some other serious handicap or emergency. The average increase in retaking the test is about thirty points; however, 25 percent of those who retake the test actually score less the second time. The score report of each candidate will contain all previous GMAT scores. In general, if the test is taken more than once, the Admissions Committee will use the highest set of scores.

**Note:** Applicants to the M.P.A. and M.P.S. (H.H.S.A.) degree programs who substitute test scores on the Graduate Record Examination should be sure that scores are sent to the correct address. The Graduate School of Business and Public Administration and the University Graduate School are separate entities at Cornell and are located in different buildings. Applications for admission to the B&PA School are not processed through the Graduate School. However, Graduate Record Examination scores are often sent to the Graduate School in error, and an applicant's application for admission thus may not be complete for review by the Admissions Committee simply because the scores have not been received by the B&PA School.

## TEST OF ENGLISH AS A FOREIGN LANGUAGE

For all applicants whose native language is not English, a score report on the Test of English as a Foreign Language (TOEFL) is also required. TOEFL and the other tests mentioned are administered throughout the United States and in many major cities of the world by the Educational Testing Service. Inquiries and applications for these tests may be addressed to the Educational Testing Service, Princeton, New Jersey 08540. Although the tests are administered five times each year, applicants should note that the autumn examinations are most convenient for the School and for the candidate. Applicants are responsible for arranging to have their test results sent directly to the Director of Admissions and Student Affairs, Graduate School of Business and Public Administration, Cornell University, Malott Hall, Ithaca, New York 14853.

## Procedure before Admission

### DOCUMENTS

A complete application for admission to the M.B.A., M.P.A., or M.P.S. (H.H.S.A.) degree program consists of the following:

1. The application itself, completed on forms obtained from the Director of Admissions and Student Affairs, Graduate School of Business and Public Administration, Cornell University, Malott Hall, Ithaca, New York 14853, and received by that office by February 15, 1978. Correct addressing of the application and transcripts is important since there are several admissions offices at Cornell University.

**Note:** Candidates who wish to be considered for financial assistance must file a separate application for financial aid with the Graduate and Professional Schools Financial Aid Service by January 15, so that the application reaches the School by February 15.

2. A nonrefundable application fee of \$25 payable to Cornell University. Applicants from foreign countries may send an international money order or international postal coupons.

3. A report of test results on the Graduate Management Admission Test (GMAT) and the TOEFL results, if required.

4. Transcripts of all previous college or university academic work beyond the secondary level. A transcript should be sent directly to the director of admissions and student affairs by the registrar of each institution attended by the candidate.

**Note:** Before fall registration, entering students must have on file at the School a final transcript from each institution attended.

5. Two confidential letters of evaluation on forms supplied by the School with the application. These letters should be from persons who have known the applicant in a close relationship for more than a year. The letters may be from persons who have taught the applicant or from persons who have supervised the applicant in a work situation. A combination of these two types of evaluators is preferred.

It is the applicant's responsibility to ensure that all required application materials are received by the director of admissions and student affairs before the February 15 deadline. The staff of this office does attempt to examine the application folders periodically in order to inform applicants about items still needed to complete their application. However, at the peak of the admissions activity in January and February, it is almost impossible to make a periodic examination of the files. As the February

deadline approaches, applicants are urged to call or write the Office of Admissions and Student Affairs to determine if their application folders are complete.

### INTERVIEWS

The School encourages interviews as part of the admissions procedure. It welcomes visits by prospective applicants to discuss the School in general and the degree programs in particular. Members of the staff of the Office of Admissions and Student Affairs are available during the academic year to meet with applicants. Visits to the School are often helpful in informing a prospective applicant about the School and may assist the School in appraising a student's eligibility for admission. If time and distance do not permit a visit to the School, applicants may wish to speak with one of the School's recent alumni who is involved in interviewing for the Office of Admissions. The Office of Admissions and Student Affairs can assist in arranging these meetings if there are alumni involved from the applicant's area. Requests for these meetings can be communicated by writing or calling the director of admissions and student affairs (607-256-2327). For visits to the School, interview appointments should be scheduled at least two weeks in advance.

### ADMISSIONS TIMETABLE

Applications for admission to the School should be filed as early as possible during the academic year preceding the year for which admission is sought and should be completed by February 15. It is recommended that applicants take the required admissions tests in November. However, applicants who are not able to take the required tests until January should make certain that all other documentation, as required in the application procedure, has been provided the Office of Admissions and Student Affairs by the February 15 deadline. Such an application will then be regarded as having been complete by the deadline. Then, when the results of the required examinations are received later in February, the application can be referred immediately to the Admissions Committee for review without further delay. Although the School considers applications completed after the February 15 deadline, opportunities for admission are somewhat reduced after that date, and applicants who have completed their applications by February 15 are given priority.

An admission decision cannot be made until the application and all supporting materials are received by the director of admissions and

student affairs. Applicants are urged to submit their application forms as soon as possible, even though some of the supporting documents may not be sent until a later date. A file is started on an applicant at the time the Office of Admissions and Student Affairs receives the completed application form; the sooner this is received the easier it is to expedite the admissions process.

The admissions decision process for the first semester begins during the previous December and continues on a rolling basis throughout the rest of the year. Candidates completing their applications by December 1 will be informed of their status by January 15. An obvious advantage thus exists for candidates who complete their applications by December 1. Candidates completing their applications by February 15 will be notified of their status by the end of March.

For candidates who are enrolled in an undergraduate program at the time of application, the Admissions Committee wants to receive the latest academic transcripts from the applicant's fall semester or quarter of the senior year before reviewing the application. Applicants enrolled in the senior year of undergraduate education at the time of application are thus advised to ensure that the registrar or student records office

at their undergraduate college immediately sends the fall term transcript to the Office of Admissions and Student Affairs at the end of the term.

The School subscribes to the common reply date of other graduate schools. Common agreement among these schools provides that applicants who have been accepted for admission for the term beginning in September are not required to confirm admission or any form of financial assistance earlier than April 15.

## JANUARY ADMISSION

New students are usually permitted to enter the School only at the beginning of the fall semester in September. Because of the integrated and sequential order of the School's core program, admission at midyear in January is not encouraged and is permitted only in very unusual circumstances. Furthermore, admission in January, even for those candidates having the necessary prerequisite academic background, is made possible only by the very limited number of spaces that become available during the fall semester through leaves of absence and the infrequent graduation of students "out of sequence" in December.

*Over 198 institutions of higher learning are represented in the student population of the Graduate School of Business and Public Administration.*



## DEFERRAL OF ADMISSION

Individuals are admitted only for the term for which they have applied. If an applicant is accepted for admission but decides to attend later due to work, military service, reasons of health, or insufficient financial support, he or she should write as soon as possible to cancel the application. If applicants wish to enroll at a later time, they should write to the director of admissions and student affairs in December preceding the September in which they expect to register to request that their application be reactivated. Upon reactivation of an application for a future term, a recommendation covering the interim experience and certain additional information may be required; however, a new application usually will not be required and the application fee of \$25 need not be paid again. The application will then go to the Admissions Committee to be evaluated with those of other applicants. Applicants who were accepted for admission before will likely be accepted again if their credentials compare favorably with those of other applicants.

Applicants who have been rejected for admission may also reactivate and update their application a year or two later if they are still interested in admission to the School.

In view of the School's admissions policy, significant work experience following graduation from undergraduate college can offset less than outstanding academic qualifications.

## Procedure After Admission

### ADMISSIONS DEPOSIT

Students accepted for admission are required to make an admissions deposit of \$100, payable to Cornell University, by May 1 of the year prior to enrollment in September. Of this amount, \$50 will become the University registration fee, and the remaining \$50 will be applied toward the student's tuition. The entire \$100 is thus applied against tuition and fees cost. The deposit is \$100 regardless of any prior connection with Cornell, the only exception being for those Cornell students admitted under combined programs with other departments and colleges of the University. If a candidate decides after May 1 not to enroll in the School, the admissions deposit is not refundable. Students receiving any form of financial aid that will cover full or partial tuition are still expected to remit the full deposit. The deposit less the registration fee will be refunded during the first semester.

## HEALTH REQUIREMENTS

Each entering student is expected to assume personal responsibility for fulfilling the following health requirements adopted by the Cornell University trustees. Permission to register for a new semester will not be granted unless all health requirements pertaining to the previous semester have been fulfilled.

**Health History.** Graduate students, when accepted, must promptly submit health histories to the Gannett Medical Clinic on forms supplied by the University. A University physician will review the material before it becomes part of the student's permanent health record. All information given is confidential. After arrival at Cornell, a student may be given an appointment with a physician at the clinic, if the medical history indicates a need for this. Students who have been away from the University for more than a year must, upon reentrance, submit an interim health history on a University form.

**Tetanus Toxoid.** While not required, it is strongly recommended by the University Health Services that all graduate students have immunization against tetanus before entering the University. The Health Services will, however, make available at the Gannett Clinic initial and all booster tetanus toxoid immunizations at a nominal charge.

## Information for Students from Foreign Countries

From its beginning, Cornell University has encouraged the attendance of students from countries outside the United States. The School welcomes applications from qualified persons from other countries, but such applicants must have qualifications that compare favorably with those of applicants from the United States.

Applicants from foreign countries who plan to hold a student or exchange visa while studying at Cornell are required to submit a *preliminary application* along with transcripts or official records of all academic work from each college or university attended, showing all courses taken and grades received, plus any other supplementary information considered helpful. No application fee is necessary when submitting the *preliminary application*. All academic transcripts and other documents supporting a student's application for admission should be accompanied by an official translation if the original document is not in English. Certified or notarized copies or photostats may be submitted instead of original documents.



*The new Malott annex offers additional office and library space to the central building as well as student conference rooms and two 120-seat lecture halls.*

Upon receipt of the *preliminary application* and supporting documents, the director of admissions and student affairs evaluates the information and informs the applicant whether to proceed with a formal application for admission, and sends the appropriate forms for the formal application. The applicant then submits these forms after completion, together with other documents listed in the section on Procedure before Admission and the \$25 application fee. This fee may be in the form of an international money order or international postal coupons.

Students accepted for admission to the School must be prepared academically to undertake a rigorous program of studies. They must be sufficiently proficient in English to follow lectures closely, to participate actively in discussions, to absorb a heavy program of reading, to write required papers, and to take written examinations. Therefore, applicants whose native language is not English, and who have not received a university degree in an English-speaking country, are also required to take the Test of English as a Foreign Language (TOEFL).

Candidates whose applications are complete by February 15, except for the score from the GMAT taken in January or the TOEFL taken in January, will be considered to have met the February deadline date for a completed application. The GMAT scores of foreign applicants are evaluated by taking into consideration the unique difficulties that such a test poses for those from a

different educational system and language background.

It is essential that applicants from foreign countries plan their financial needs realistically for the period during which they will be pursuing graduate study in business and public administration. Admission to the School does not imply that financial assistance of any kind will be granted. Students from foreign countries are urged to ensure that they possess adequate financial support to cover the entire two-year course of study before leaving their country. Except for the very limited scholarship assistance to students from certain foreign countries, mentioned in the section on Fellowships, Scholarships, and Grants, the School is seldom able to offer any kind of financial assistance to students from foreign countries. Therefore, such students should be prepared to meet all of the expenses from their own funds or from government sources. It should also be emphasized that the United States Immigration Service prohibits foreign students who enter the United States on visas from engaging in part-time employment during the first year in the United States. Furthermore, the United States visa-granting authority in the country of origin, ordinarily the United States Embassy, requires proof that sufficient funds are available for students to cover their first year before they are granted either a Student's Visa (F-1) or an Exchange Visa (J-1). Requirements for immigration visas are even more stringent.

**American Institutions of Higher Learning  
Represented in the 1976-77 Student Body**

American International College  
 American University  
 Amherst College  
 Antioch College  
 Arizona, University of  
 Arizona State University  
 Babson College  
 Barnard College  
 Boston College  
 Boston University  
 Bradley University  
 Brandeis University  
 Brown University  
 Bucknell University  
 California State University at Northridge  
 California, University of  
     at Berkeley  
     at Davis  
     at Los Angeles  
     at San Diego  
     at Santa Cruz  
 Canisius College  
 Carnegie-Mellon University  
 Carroll College  
 Case Western Reserve  
 Central Connecticut State College  
 Central State University  
 Chestnut Hill College  
 Chicago, University of  
 Clark University  
 Colby College  
 Colgate University  
 College of the Holy Cross  
 College of New Rochelle  
 College of William and Mary  
 College of Wooster  
 Colorado, University of  
 Columbia University  
 Connecticut, University of  
 Conway School of Design  
 Cornell University  
 Dartmouth College  
 Delaware, University of  
 Denison University  
 Depaul University  
 Dickinson College  
 Drake University  
 Drexel University  
 Duke University  
 Elmira College  
 Emory University  
 Fairfield University  
 Florida, University of  
 Franklin and Marshall College  
 General Motors Institute  
 George Washington University  
 Georgia Technological University  
 Grove City College  
 Hamilton College  
 Harvard College  
 Hawaii, University of  
 Hobart College  
 Hofstra University  
 Hope College  
 Howard University  
 Idaho, University of  
 Illinois, University of  
     at Urbana-Champaign  
 Indiana University  
 Ithaca College  
 Johns Hopkins University  
 Kent State University  
 Lawrence University  
 Lehigh University  
 Lemoyne College  
 Loyola Marymont University  
 Maryland, University of  
 Massachusetts Institute of Technology  
 Massachusetts, University of  
     at Boston  
 Medgar Evers College  
 Miami University  
 Michigan State University  
 Michigan, University of  
 Middlebury College  
 Missouri, University of  
 Moravian College  
 Muhlenberg College  
 New College  
 New England School of Law  
 New Hampshire, University of  
 New School for Social Research  
 New York, State University of  
     at Albany  
     at Binghamton  
     at Buffalo  
     at Cortland  
     Empire State  
     at New Paltz  
     at Stony Brook  
 New York University  
 North Carolina, University of  
 Northeastern University  
 Northrop University  
 Northwestern University  
 Notre Dame, University of  
 Oberlin College  
 Ohio State University  
 Pennsylvania State University  
 Pennsylvania, University of  
 Pittsburgh, University of  
 Pomona College  
 Princeton University  
 Providence College  
 Puerto Rico, University of  
 Purdue University  
 Queens College  
 Reed College  
 Rensselaer Polytechnic Institute  
 Rhode Island, University of  
 Rochester, University of

Rollins College  
 Rutgers University  
 Saint John's University  
 Saint Joseph's College  
 Saint Lawrence University  
 Saint Michael's College  
 Santa Clara, University of  
 Skidmore College  
 Smith College  
 Southern Florida, University of  
 Stanford University  
 Stetson University  
 Swarthmore College  
 Syracuse University  
 Temple University  
 Tennessee, University of  
 Texas A&M University  
 Texas, University of  
     at Austin  
 Trinity College  
 Tufts University  
 Union College  
 United States Military Academy  
 United States Naval Academy  
 United States Post Graduate School  
 Upsala College  
 Vanderbilt College  
 Vassar College  
 Virginia, University of  
 Wake Forest University  
 Washington University  
 Washington, University of  
 Wellesley College  
 Wells College  
 Wesleyan University  
 Westminster College  
 West Virginia University  
 William Smith College  
 Williams College  
 Windham College  
 Wisconsin, University of  
 Wittenberg University  
 Worcester Polytechnic Institute  
 Yale University

**Foreign Institutions of Higher Learning  
Represented in the 1976-77 Student Body**

Aarhus University  
 Birla Institute of Technology  
 Birmingham, University of  
 Chulalongkorn University  
 Delhi University  
 Ecole des Hautes Etudes Commerciales  
 Ecole Nationales des Travaux Publics de l'Etat  
 Hitotsubashi University  
 Indian Institute of Technology  
 Instituto Tecnológico de Buenos Aires  
 Instituto Tecnológico de Estudios Superiores  
     de Monterrey  
 International Christian University  
 Keio University  
 Law College of Seoul  
 Leeds, University of  
 London School of Technology  
 London, University of  
 Louvain, University of  
 Malaya, University of  
 Manchester, University of  
 Middle East Technical University  
 Pantheon-Sorbonne University  
 Punjab University  
 Seoul National University  
 Sydenham College  
 Technical University of Berlin  
 Tel Aviv University  
 Thammasat University  
 Tokyo, University of  
 Toyama University  
 Universidad Centro Americana  
 Universidad Federal do Rio Grande do Sul  
 Universidad Ibero Americana  
 Universite de Nancy II  
 University de la Republica  
 Victoria University  
 West Indies, University of



# III. Expenses and Financial Aid

## Costs

### TUITION AND FEES

The charge for tuition in the Graduate School of Business and Public Administration is currently set at \$2,325 per semester. The tuition for the first year continues at the same amount for the second year. Thus, once a student has enrolled in and continues the two-year program without interruption, the rate of inflation will not cause the second-year tuition to increase. For students in certain special programs, and at the discretion of the dean, the above policy may be continued for a three-year period. Students who take leaves of absence will pay tuition at the first-year rate in effect at the time of their return.

There is a registration fee of \$50 for new students who have not previously enrolled at Cornell. For additional information about the rules of payment at Cornell, see the *Announcement of General Information*.

*Tuition or other fees may be changed by the Board of Trustees at any time without notice.*

### ESTIMATED LIVING COSTS

Living costs cannot be stated with the same degree of accuracy as regular University charges, because they are dependent to a great extent on the individual's tastes and circumstances.

For a single student living in University dormitories and participating in the University's co-op dining plan (all one wishes to eat at each of three meals a day), a liberal estimate for room and board combined is \$2,150 for the nine-month academic year. Students who choose to live and eat off campus will spend either more or less than this amount depending on circumstances and tastes. Experience indicates that a single student spends approximately \$300 for books and \$700 for clothing, insurance, medical expenses, and incidentals. Total costs, including tuition and fees but excluding transportation, generally come to about \$7,800 for the full academic year for the single student. For the married student without children, the cost will range from \$2,000 to \$2,500 higher. The approximate expense for each child is \$700 for the nine-month academic year.

## Financial Awards

Fellowships, scholarships, and grants-in-aid are available for students enrolled in the School. Fellowships and scholarships are awarded on the basis of a combination of merit and need, while grants-in-aid are smaller awards based solely on need. Decisions about financial aid in the School are made independently of admissions decisions.

Applications for financial aid are separate from admission applications. The School is a

participant in the Graduate and Professional School Financial Aid Service (GAPSFAS), which permits candidates to request aid at several participating schools with one application, thus eliminating the need to provide information to each school. The GAPSFAS form requests information required by most graduate and professional schools. It may be obtained from the Office of Admissions and Student Affairs or from a financial aid officer at any convenient college or university. Applicants for financial aid must file a GAPSFAS Application for Financial Aid with the Service. The form should be sent directly to GAPSFAS, Educational Testing Service, Princeton, New Jersey 08540, no later than January 15 in order to ensure its receipt by the Office of Admissions and Student Affairs at the School by February 15. *Both the completed admission application and the completed GAPSFAS application must be received at the School by February 15 for candidates to be considered advantageously for financial aid.*

Students who enroll without financial assistance from the School should not expect to receive aid from the School for their second year. Although the Financial Aid Committee attempts to respond to requests of second year students for assistance, it is the School's policy and felt obligation to respond first to requests for continued assistance from those students who received assistance their first year. Certainly, the School will try to respond in the case of any emergency or sudden change in a student's financial situation, but such aid will generally be in the form of a loan.

Students who apply for aid are expected to exhaust all possible outside sources of assistance. Only in this way can the School adequately respond to students not having access to outside sources of support.

## Special Awards

In addition to the general funds of the School and the University for scholarships, the following special awards are available:

*The Martin J. Alger Fellowships in Transportation*, awarded to students pursuing a career in the area of transportation.

*The William H. Burns Scholarship of the Tompkins County Trust Company*, awarded to a resident of Tompkins County.

*The John W. de Forest Memorial Fellowship*, awarded to a Canadian citizen who is a candidate for either the M.B.A. or the M.P.A. degree.

*The S. C. Johnson & Sons, Inc., Fellowship*, awarded to a minority-group candidate for the M.B.A. degree.

*The Chuji Kabayama Fellowship*, awarded to a candidate from Japan.

*The Ada Howe Kent Foundation Scholarships*, awarded to students in the business program.

*The Deane W. Malott Fellowship of the Owens-Corning Fiberglas Corporation*, in honor of Mr. Malott, President Emeritus of Cornell University.

*Charles E. Merrill Fellowships*, awarded to students pursuing careers in public affairs.

*The Henry Morgenthau, Jr., Fellowships*, awarded to students pursuing careers in public affairs.

*The Neal Dow Becker Scholarship Fund Awards.*

*The Michael R. Riordan Memorial Scholarship*, awarded to a candidate from an undergraduate division of Cornell.

*The Walter C. Teagle Memorial Fellowship of the Standard Oil Company (New Jersey).*

*The William S. Smith Memorial Scholarship*, awarded to a candidate with career interests in financial management.

*Continental Grain Foundation Scholarships*, awarded to students in the business program.

*American Cyanamid Company Scholarship*, awarded to a minority-group student in the business program.

*Exxon Minority Fellowship*, awarded to a minority-group student in the business program.

*The E. H. Litchfield Scholarship Fund*, established in honor of the late Edward H. Litchfield, former dean of the School, and provided by contributions from faculty members of the School.

*The Council for Opportunity in Graduate Management Education (COGME)*, funded by the Alfred P. Sloan Foundation, provides financial assistance to outstanding candidates of minority groups wishing to pursue graduate study in management at the School or at one of nine other leading graduate schools of management. The candidates apply for admission to the member schools of interest to them. They also apply for the award by writing directly to COGME, Central Plaza, 675 Massachusetts Avenue, Cambridge, Massachusetts 02139. Once they are admitted to one of the member schools, they are considered for a COGME award. If they receive an award, they may take it to any member school at which they were accepted.

A student wishing to pursue any of the School's master's degree programs is eligible to apply for

these fellowships. For the 1977-78 academic year, the fellowships provide 70 percent of a student's total need in the first year. The School is then responsible for providing support in the second year.

The amount of the award is based on need. Eligibility is based on personal factors as well as academic merit. Attention is paid to accomplishments in an applicant's own cultural environment, motivation, personal growth potential, and potential for contribution to a management role in business, government, or community organizations.

Most COGME award decisions are made during late March or early April of the academic year. It is thus important that candidates complete applications for admission well before this time.

With the exception of the COGME awards, there are no special application procedures required for the awards listed above. The Financial Aid Committee makes all scholarship awards on the basis of financial need and merit and decides which candidates are best qualified for specific scholarships. Candidates need only file the GAPSFAS forms, mentioned earlier, to be considered for these specified awards or the awards from the general funds.

### **NEW YORK TUITION ASSISTANCE PROGRAM**

All candidates for the master's degree in the School who have been legal residents of New

*Sage Hall provides on-campus residential and dining facilities to Cornell graduate students.*

York State the preceding year are eligible for the Tuition Assistance Program for each term in which they are registered as full-time degree candidates. The amount of this award is based upon the net taxable balance of their income and the income of those responsible for their support, as reported on the New York State income tax return for the previous calendar year.

Further information and application forms may be obtained by writing to the New York Higher Educational Services Corporation, Student Financial Aid Section, Empire State Plaza, Tower Building, Albany, New York 12255.

### **G. I. BILL ASSISTANCE**

Veterans and other eligible persons who have not previously received educational benefits should act as soon as they receive notice of admission. Go to the nearest veteran's assistance office for the correct forms and help in filling them out. Send the forms to:

Cornell University  
222 Day Hall  
Ithaca, New York 14853  
Attn.: Mrs. Robinson

Also include these items:

1. copy of discharge, DD-214; and if married,
2. copy of marriage certificate;
3. copy of each child's birth certificate.

Retain copies of all forms and official documents for your records.



Continuing students at Cornell can apply in person toward the end of the school year or semester. They can also apply by mail by supplying the following information:

1. address to which checks should be sent;
2. V.A. file number;
3. graduate program in which enrolled;
4. expected graduation date.

Normally, payment takes from four to six weeks after the time the veteran or eligible person submits his or her application. An application at least thirty days prior to registration will help ensure that the student is paid in advance. The first check should be available at 222 Day Hall close to registration time.

## Long-term Educational Loans

### STATE-FEDERALLY INSURED STUDENT LOAN PROGRAMS (FISL)

The State-Federally Insured Student Loan Program was established by the Higher Educational Act of 1965. The program is usually operated by state agencies and is specifically designed to provide deferred-payment private loans to full-time students. Although the program differs from state to state, the various state programs are similar in that commercial lenders make loan funds available at seven or eight percent, and the state and federal governments pay the interest charges while the eligible student borrower is enrolled in an accredited educational institution. Eligibility for this interest-free subsidy is based on an analysis of financial need.

The maximum yearly loan disbursement per student is \$5,000 although some lending institutions may not agree to lend this full amount. The cumulative limit of loans for graduate students under this program is \$15,000 (which includes outstanding undergraduate loans).

Essentially, the State-Federally Insured Student Loan Programs function as follows:

1. The student applicant obtains a loan application from a commercial lending institution in the home state involved in the program. This should be done as soon as the student knows that he or she will confirm enrollment at Cornell for the first semester. It must be done before June 1 to assure notification from the state agency by July.

2. The student submits the completed application to Cornell for certification that the applicant is or will be a registered full-time student and Cornell's recommendation for the amount of loan that should receive interest subsidy according to federal guidelines. The student should send the form directly to the Office of Admissions and Student Affairs, Graduate School of Business and Public Administration, Cornell University; Malott Hall, Ithaca, New York 14853.

3. Following review, certification, and recommendation from Cornell, the application will be returned to the lending institution designated by the applicant.

4. The lending institution issues loan checks made payable to the student and Cornell University jointly.

5. Federal funds will defray all interest payment while the student is enrolled at Cornell, provided the student's financial need is within the guidelines set by the federal government.

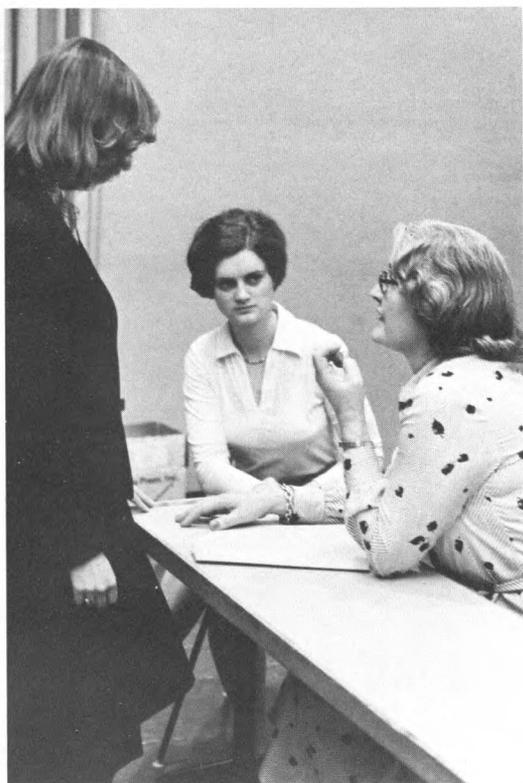
This program is available in several states and many students in the School receive assistance through it. Application for loans through the State-Federally Insured Student Loan Programs also is considered a prerequisite before a student in the School will be considered eligible to apply for loans administered by Cornell University or the School's loan programs mentioned below.

The School's limited grant and loan funds have obliged the administration to refer many new students to the State-Federally Insured Student Loan Programs for assistance. Students interested in applying for such loan assistance should begin the process by contacting a loan officer at a local bank or lending institution.

### CORNELL UNIVERSITY ADMINISTERED LOANS

**Cornell University Federally Insured Loan Program (Cornell FISL).** Cornell University is a lender of long-term educational loans under the same federal authority as described above for banks under the state programs. A student who is unable to obtain a loan from a bank or other lending institution under the State-Federally Insured Loan Program may request similar loan assistance from Cornell University.

To be considered for Cornell administered loans (Cornell FISL), a student must have attempted to borrow under one of the state programs and been refused a loan by at least two lenders, or not loaned the full amount for which he or she is eligible on the basis of need. If the student has been refused a FISL loan through a lending



*Left: Madeline H. McWhinney, first president of the First Women's Bank and keynote speaker at the second annual Women's Forum, discusses job opportunities for women.*

*Below: Willard Straight Hall, one of the Cornell student unions, is the center of various extra-curricular activities for the Cornell community.*





*The main entrance to Malott Hall, which houses the classrooms, library, and offices of the Graduate School of Business and Public Administration.*

institution, the student should request the responsible lending officer to write an official letter stating that the lending institution has refused the loan request and the reasons for this refusal. This letter should be sent directly to the Office of Admissions and Student Affairs, Graduate School of Business and Public Administration, Cornell University, Malott Hall, Ithaca, New York 14853. Refusal letters from at least two separate lending institutions must be received before a request for a Cornell FISL will be processed by the University.

It should be noted that federal authority will not insure loans exceeding \$5,000 per year under this program. Thus, for example, if a bank or other commercial lending institution will only loan a student \$2,500 then Cornell University may loan only another \$2,500 up to the maximum federal insuring authority of \$5,000.

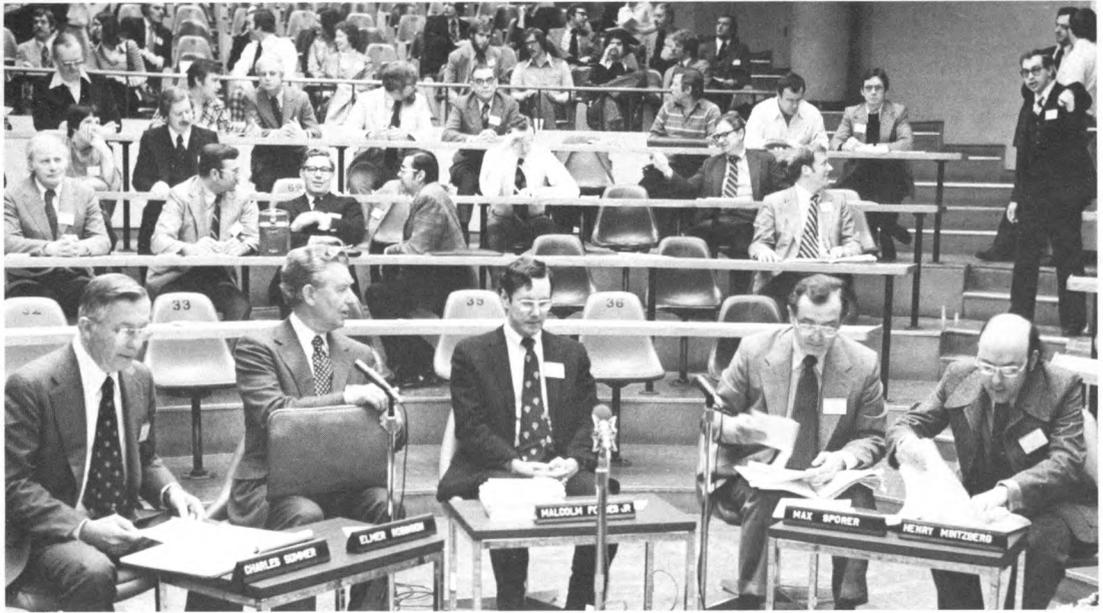
**National Direct Student Loan Program (NDSL).** Cornell University is also a lending agent for federal funds from the National Direct Student Loan (NDSL) Program. The NDSL funds available to the University will be used to lend students the difference between their FISL loan(s) and their need for the academic year. Most of these funds will therefore be reserved for those students who have already received either a State-Federally Insured Student Loan (FISL) or

a Cornell FISL, and have additional need beyond the maximum \$5,000 available under these programs. Special consideration will be given to those students who have qualified for and received NDSL funding at the undergraduate level.

The nature of the NDSL program is essentially the same as for the FISL program except that the interest on NDSL loans is only 3 percent per year, beginning nine months after the student graduates, and the federal estimate of need tends to be strict.

**The Kellogg Foundation Loan Fund for Students in the Sloan Program of Hospital and Health Services Administration.**

Several years ago, the Kellogg Foundation endowed a loan fund restricting awards to students in the hospital and health services administration program of the School. The interest earnings from this endowment provide a limited amount of funds each year for loans to students in the Sloan Program. The terms of these loans are the same as for Cornell FISL funds. The School authorizes loans from this fund; they are then processed through the University.



*Charles Summer, Elmer Robinson, Malcolm Forbes, Jr., Max Sporer, and Henry Mintzberg (left to right) served as judges during the first annual Cornell MBA Tournament (COMBAT), an invitational case-analysis competition among leading business schools held at Cornell.*

**The Louis and Theresa Seley Foundation Loan Fund for Students Majoring in Transportation Studies.** The Seley Foundation has endowed a loan fund in the School restricted to students who major in transportation studies. This loan fund provides a limited amount of funds each year from the interest earnings of the original endowment. The terms of these loans are the same as for Cornell FISL funds. The School authorizes loans from this fund; the loans are then processed through the University.

## Employment

### EMPLOYMENT FOR STUDENTS AND SPOUSES

Although students enrolled in the Graduate School of Business and Public Administration occasionally find part-time employment as a means of earning needed funds, prospective students are cautioned against seeking outside employment during their first year in the School. At the School, the director of admissions and student affairs, the director of placement, and the assistant dean for external affairs are all

available for counseling and guidance of second-year students seeking employment at the University and in the Ithaca area.

As in many university communities with unusually high numbers of well-educated men and women, it is difficult to find employment in the Ithaca area. Competition is very keen, with the result that highly skilled people often accept work in semiskilled jobs outside their professions.

The key to finding employment in Ithaca is to apply in person during the summer. Since most students leave Ithaca at the beginning or end of the summer, the majority of job openings occur at these times. Applicants should register at the Office of Personnel Services, B-12 Ives Hall, to be eligible for jobs offered by the University. The Professional Skills Roster, Sheldon Court, is a job directory supported by the University that lists job openings throughout the county. The Office of Admissions and Student Affairs provides a list of local elementary and secondary school personnel offices. The director of admissions and student affairs and the placement staff will provide assistance whenever possible, and the B&PA Wives' Club is sometimes able to supply job leads.



EASTWICK LIBRARY  
GIFT BY  
JOSEPH LEES EASTWICK  
CLASS OF 1918

# IV. Student Affairs

## Activities

As a supplement to academic programs of the School, a range of activities is organized and administered by the student body. The objectives of these activities include the development of a professional attitude among students and the promotion of close student-faculty relationships. The activities also afford excellent opportunities for interested students to develop their organizational and administrative talents.

**Student-Faculty Committee.** The Student-Faculty Committee (SFC) is the representative government organization of the School, by which the student body as a whole exercises its right to express views on matters affecting student-faculty-administration relationships. The SFC is composed of ten elected student representatives; one student representative appointed by seven student organizations, the director of admissions and student affairs, and three faculty representatives appointed by the dean of the School.

**Student Association.** The student activities program is carried on under general sponsorship of the Student Association, with the guidance of its Executive Council. The president, vice president, secretary, and treasurer of the association are elected each December for one year by members of the association. Three representatives from the first-year class are elected in September to serve until December.

The remaining members of the council are the appointed chairpersons of various subsidiary

committees and organizations. The association's social, orientation, and athletic committees, and the Old Ezra Investment Club sponsor formal and informal gatherings during the year. A fee of \$15 covers membership in the association for the two years of residence at the School. The association office is adjacent to the student lounge.

**B&PA Women's Association.** The B&PA Women's Association sponsors professional and social activities for the woman students at the School and for the entire B&PA community. The group locates qualified women for consideration as potential faculty members, brings women who are practicing managers to the campus for lectures and discussions, and cooperates with other women's organizations at Cornell in activities of mutual interest. The group also sponsors an annual one-day Women's Career Forum, which brings professional women to the School to give students their view of the job world and the place of future graduates from B&PA in it.

**Coalition of Black Administration Students.** The Coalition of Black Administration Students is an organization of black and other American ethnic minority students in the School. The organization is involved in a variety of activities within the School. It generally promotes continuing communication between minority students and the rest of the student body and among the students, the faculty, and the administration of the School. The coalition works in liaison with the Student Association to provide orientation activities during the first month of the first semester that are specifically designed for

minority students. It also carries on social and professional extracurricular activities during the year.

**Public Students Association.** The Public Students Association is organized to coordinate and give direction to the activities of public administration students within the School. Members arrange the Colloquium (which brings a variety of speakers from the public sector to the School), field trips to conventions, and events of importance to the students' professional development. The association serves as a vehicle for communication among students and faculty through such activities as the publication *Public Service*, Curriculum Committee, social events, and regular meetings on topics of mutual concern.

**Sloan Association.** The Sloan Association is an organization of the students and faculty of the Sloan Program of Hospital and Health Services Administration which promotes and maintains close association and cooperation among students and between students and faculty in the Sloan Program. It represents students in matters relating to the curriculum, requirements for field experience and career placement, and provides social and professional extracurricular activities for its members.

**The M.B.A. Marketing Association.** The M.B.A. Marketing Association is organized to enhance the academic experience of students concentrating in marketing. The association sponsors forums, career planning sessions, informal meetings, and occasional problem-analysis conferences with practicing marketing executives.

**International Student Club.** The International Student Club is open to all foreign and American students enrolled in the School. Its aim is to promote cultural exchange, cooperation, and understanding among all members of the B&PA community, including faculty and administration. It assists foreign students in orientation to the University and represents these students in academic and social matters, as well as organizing and coordinating many meetings and activities of international character within the School. The club publishes the *Newsletter*, an information weekly, and *Outlook*, a less frequent periodical of opinion.

**B&PA Wives' Club.** Almost 20 percent of the male students attending the School are married. Their wives have formed the B&PA Wives' Club, which sponsors a program of activities throughout the year. It is affiliated with the Student Association and works closely with the association's social committee in arranging activities. There is also a campuswide Graduate Wives Club open to all Cornell faculty and graduate student wives. For further information

contact Robin Anderson, 10-A Pleasant Grove Apartments, Ithaca, New York 14850.

**AIESEC.** The Association for the International Exchange of Students in Economics and Commerce (AIESEC) is an independent, nonprofit, international organization established and operated by students from more than forty-three countries. Since 1956 the School has sponsored AIESEC on the Cornell campus. AIESEC students interested in area studies meet with business and political leaders from developing nations and become involved in their political, sociological, and economic problems. For those interested in the economic aspects of a developing country, there is the opportunity to play a role in solving the problems of development either in a private enterprise or a government agency. AIESEC places special emphasis on personal experience for the student working in a foreign business. The participant is offered the opportunity to work, train, and live in a foreign culture.

**B&PA, Incorporated.** B&PA, Incorporated is an affiliate of the Student Association. It is a New York State corporation set up with limited endowment to provide short-term (two-month) loans of up to \$200 to students in need of funds. The corporation is a nonprofit organization. It charges nominal interest to cover administrative expenses. The disposition of its funds, which have been accumulated through gifts, subscriptions, and earnings, is governed by the student and faculty members of its board of directors.

**Old Ezra Investment Club.** The Old Ezra Investment Club is an affiliate of the Student Association. The membership is made up of students from the School who are interested in gaining experience in making investments. In addition to regular meetings, the club organizes programs of events designed especially for small investors, including the Old Ezra Investment Game, an investment lecture series, and guest speakers from the investment community.

**The Executive Forum.** Although the School's students are in continual contact with middle management, many are not familiar with the thinking and style of top-level executives. The Executive Forum answers this need. During the past academic year, the following executives joined the forum: Frank Borman, president and chief executive officer, Eastern Air Lines Incorporated; Walter Wriston, chairman, CITICORP; Ellmore Patterson, chairman and chief executive officer, Morgan Guaranty Trust Company of New York; William Butcher, president and chief operating officer, Chase Manhattan Corporation; Howard Morgens, chairman—Executive Committee, Procter & Gamble Company; Frederic West, president,



*The Malott Hall student lounge provides offices for student associations and a snack-concession area in an informal setting.*

Bethlehem Steel Corporation; Klaus Jacobs, president, European-American Bank; and Philip Defliese, senior partner, Coopers & Lybrand.

Usually at the School for the entire day, visiting executives may take part in classes, hold informal question-and-answer sessions with students and faculty, or direct a seminar. At the end of the day, they address the School in Bache Amphitheater, where they explore some of the key managerial problems of the 1970s.

**Management Forum.** This series of weekly forums takes place primarily during the first semester and consists of visiting speakers from a broad range of business backgrounds. The focus of the forum is on various career possibilities for the M.B.A. students. It is a student-coordinated activity and the business areas covered each year reflect students' career interests. Forums are informal in nature and are followed by a dinner organized for the speakers by the students.

**B&PA News and Issues.** *B&PA News and Issues* is a monthly publication affiliated with the Student Association providing news of students and faculty. Regular features in each issue include current news items of School activities, alumni news, an examination of some aspect of faculty research, a review of new acquisitions by the library, and commentaries on current issues.

**Lounge and Snack Area.** The Student Lounge, located on the second floor of Malott Hall, is maintained by the School for students. The

lounge contains a space for relaxing, reading, and informal discussions, and includes a snack-concession area.

## Services for Students and Alumni

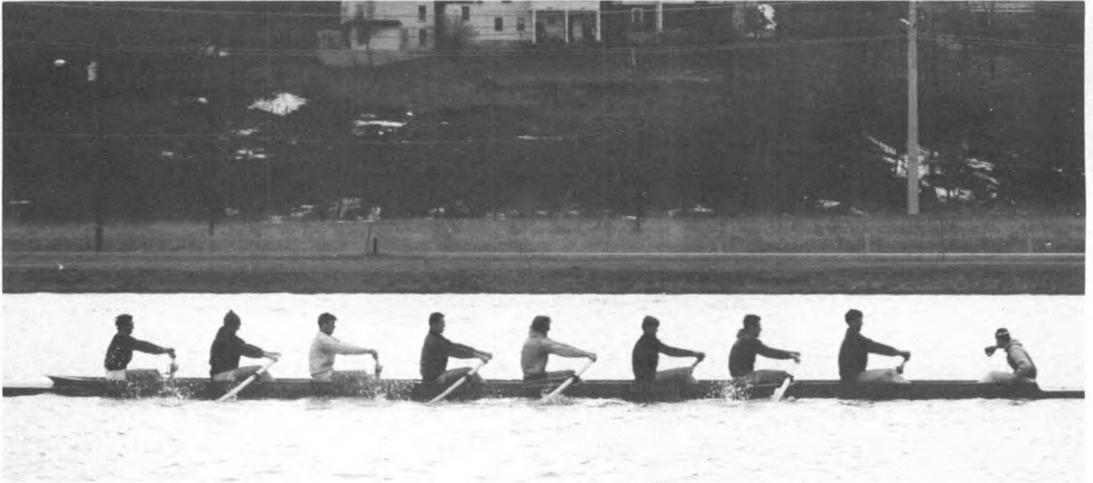
### HOUSING

Housing accommodations for single graduate students and those with families are available in University housing and private facilities.

#### Single Student Housing

The Sage Graduate Center, in the center of the Cornell campus, provides housing and dining facilities for single students who are candidates for advanced degrees in any field. The center, which is coeducational, houses approximately 190 graduate students. Cascadilla Hall, which houses about 143 men and women, is also reserved for graduate students. It is conveniently located near the southwest entrance to the campus.

Thurston Court apartments (18 units), which range from one to three rooms, are located on Thurston Avenue in the North Campus area. The apartments are assigned to single graduate men or women.



*Traditionally strong in crew and other team sports, Cornell recently won the Ivy League title in hockey and the NCAA lacrosse championship.*

For students interested in a community which is primarily international in orientation, the International Living Center provides housing for graduate and upperclass students. Approximately half of the residents are from foreign countries.

Detailed information concerning these residence units is provided in a booklet, *Housing for Single Students*, which is available by writing to the Student Housing Assignment Office, Cornell University, 223 Day Hall, Ithaca, New York 14853. When writing for this booklet, the student should include information regarding the program in which he or she is enrolled as well as a request for a housing application. Those students who desire more detailed information about the programs and activities sponsored by the International Living Center may write to the Resident Director, International Living Center, Cornell University, North Campus, Ithaca, New York 14853.

### **Family Housing**

The University maintains three developments of unfurnished apartments: Cornell Quarters, Pleasant Grove Apartments, and Hasbrouck Apartments. Comfortable one- and two-bedroom units are provided for about 420 families. All units are moderately priced and near the campus. Local housing codes set a limit of two occupants in a one-bedroom apartment and four occupants in a two-bedroom apartment. Detailed information about these University apartments is presented in a booklet, *Cornell University Family Housing*, which can be obtained by writing to the Family Housing Office, Building 40, Hasbrouck Apartments, Pleasant Grove Road, Ithaca, New York 14850.

Assignments in all Department of Residence Life housing facilities are made by the Student Housing Assignment Office in the order in which room applications are received. Thus, all students accepted for admission who plan to live in University-operated housing facilities are urged to submit the necessary application forms as soon as possible.

### **Off-Campus Housing**

Off-campus housing is plentiful, but varies greatly in quality, desirability, and cost; therefore, it is only through personal inspection that a prospective student can compare and evaluate the housing in terms of personal requirements. In order to select off-campus living quarters properly, the student should plan to make a visit to Ithaca well in advance of the beginning of the term to examine the listing of available off-campus housing accommodations, posted in the Off-Campus Housing Office, 223 Day Hall. Because the notices are constantly changing, it is not possible to compile or mail listings, nor is it feasible to maintain a waiting list of persons seeking accommodations.

Rental prices of off-campus rooms range from \$75 to \$110 a month for single rooms and from \$65 to \$110 per person per month for shared apartments. Off-campus apartments are available for single students or families, with rentals ranging from \$135 a month for small efficiency quarters to more than \$300 a month for larger apartments accommodating families or groups of students.

Requests for additional information should be addressed to the Off-Campus Housing Office, Cornell University, 223 Day Hall, Ithaca, New York 14853.

## DINING FACILITIES

Cornell Dining operates a wide variety of dining facilities on campus, most conveniently located near University housing and Malott Hall. Cornell Dining also offers a variety of meal plans, designed to be economical without sacrificing the quality or abundance of food served. Meals are served regularly at ten locations — Willard Straight Hall, North Campus Union, Noyes Center, Balch Hall, Sage Hall, Hughes Hall, Noyes Lodge Pancake House, Risley Hall, the Statler Student Cafeteria, and the Dairy Bar. These facilities are open to all students on a cash or credit basis, whether or not they live in University residence halls or subscribe to a specific dining plan. The Department of Dining Services also operates two grocery stores on campus.

## COUNSELING

Each student is assigned to a faculty adviser for academic counseling. An attempt is made to match the career interests of the student with the academic interests of the faculty member. The School's director of admissions and student affairs, the director of placement, assistant director of placement, and the assistant dean for external affairs also are available for counseling.

The International Student Office in Barnes Hall maintains a staff to assist in counseling students from other countries. Students from foreign countries are urged to avail themselves of this service and to call upon the staff of the International Student Office for assistance in finding living quarters and meeting other needs. It is suggested that such students write to the director of the international student office before they travel to Ithaca, or call upon him when they arrive.

## HEALTH SERVICES

The University Health Services provide facilities for comprehensive medical care of students and their spouses. All regularly registered graduate students and their spouses are eligible for the University Health Services. The cost for students is included in University charges; the cost for spouses is made on a fee-for-service basis.

The following services are available to all full-time students who have paid Cornell University tuition and who are in Ithaca:

1. unlimited visits to the Gannett Medical Clinic
2. up to fourteen days of hospitalization each semester in Sage Infirmary
3. ordinary laboratory and x-ray examinations as ordered by Health Service physicians

4. counseling services at the clinic and in the Mental Health Section

The following services are *not* available from the University Health Services:

1. hospitalization expense except in Sage Infirmary
2. visits to physicians or health care facilities other than the University Health Services without referral by the Health Service
3. hospital charges and fees for surgical procedures
4. prenatal or obstetrical care
5. expenses of illness or injury occurring:
  - a. outside of Ithaca while in transit to and from the University, on weekend trips and vacations, or
  - b. during the summer unless enrolled as a summer student

*Gannett Clinic and Sage Infirmary.* Outpatient care is given in the Gannett Medical Clinic, 10 Central Avenue. Infirmary care is given in the Sage Infirmary, located on East Seneca Street, about five blocks from the southwest corner of the campus. The clinical and infirmary medical staff is composed of doctors from the University staff and the Ithaca area. Appointments may be made by calling or dropping by the clinic. The appointment phone numbers are 256-4082 and 256-3493.

*Emergency Service.* Students who need medical attention during the hours when the clinic is closed should go to Sage Infirmary. When an accident or serious illness occurs, the doctor on emergency service can be reached at 256-3493 during clinic hours or 272-6962 after clinic hours. Clinic hours are 8 a.m. to 5 p.m., Monday through Friday, and 9 a.m. to 12:30 p.m. on Saturday. An abbreviated schedule is followed during University holidays. These schedules will be posted on the clinic doors. Sage Infirmary is open during all University holidays and vacations except intersession and during the summer.

*Elective Health Insurance Plans.* Elective health insurance plans are available to cover hospitalization, consultations, sickness, and accidents of graduate students and their families. Information about this insurance is available at the Gannett Medical Clinic, where a representative of the elective insurance company has an office.

## ALUMNI ASSOCIATION

The School's alumni association has become increasingly active during the past few years. Although the alumni body is composed of only 3,900 graduates, approximately 500 attended alumni sponsored dinners and luncheons throughout the country last year. Alumni are a

vital part of the School and frequently maintain close ties; they serve as guest lecturers in advanced seminars, supply case materials to professors, and interview prospective students for the Office of Admissions. The Association has recently begun offering a broad service in alumni placement. Under the aegis of the Placement Office, it publishes a monthly placement newsletter describing approximately one hundred job openings in the business, public, and health sectors. The Association will soon present alumni seminars on current practice in such areas as banking, finance, accounting, production, and personnel management.

## PLACEMENT SERVICES

The School's Placement Office provides students and alumni with a full range of services, including interview scheduling, career forums, career counseling, and job referrals. Students are given individual help with resume and cover-letter preparation and interviewing techniques. The Placement Office publishes widely distributed resume books for each program, as well as a separate foreign student resume book.

More than one hundred organizations interview on the Cornell campus each year for M.B.A., M.P.A. and M.P.S. graduates. As the following list indicates, most of the recruiting organizations are business firms seeking M.B.A.'s. Interviews take place during both the first and second semesters, with most activity in the second. Students can interview with a number of organizations and a priority system assures all students an opportunity to interview with the organizations that most interest them. Approximately 70 percent of the initial contacts that lead to job offers take place in on-campus interviews.

Health and public administration students are served by a job market that involves considerably more contacts made off the campus. Summer residency and internship programs, colloquiums, and field projects provide opportunities for contact with professional job markets and the Placement Office maintains communications with many prospective employing organizations. For health students, the School's Sloan Alumni Association provides valuable placement contacts.

In addition to the organizations recruiting on campus, the Placement Office maintains contact with approximately 500 firms, over 1000 hospitals, and many public agencies in order to provide students with up-to-date information on job opportunities. Job files, bulletins, and alumni job listings are used extensively to keep students abreast of job opportunities.

Average annual starting salaries for 1976 M.B.A., M.P.A., and M.P.S. (H.H.S.A.) graduates were \$17,200, \$15,000, and \$16,600, respectively. A 1977 Placement Statistics Summary will be mailed upon request by the Director of Placement, Cornell University, 310 Malott, Ithaca, New York 14853.

## Organizations Interviewing 1977 Graduates on Campus

Abraham and Straus  
Aetna Life & Casualty Co., Inc.  
Air Products & Chemicals, Inc.  
Aluminum Company of America  
Alexander Grant & Co.  
Allied Chemical Corp.  
AMAX, Inc.  
American Can Co.  
American Express Co.  
American Hospital Supply Corp.  
American Medical International, Inc.  
Arthur Andersen & Co.  
Arthur Young & Co.  
Bamberger's  
Bank of America  
Bankers Trust Co.  
Bell Systems  
Bloomingdale's  
Bristol-Meyers Co.  
Brout & Co.  
Burlington Industries, Inc.  
Burrhoughs Corp.  
Certain-teed Products Corp.  
Chase Manhattan Bank  
Chemical Bank  
Chesebrough-Pond's, Inc.  
Chrysler Corp.  
Citibank  
Cleveland Trust Co.  
Colgate-Palmolive Co.  
Colt Industries, Inc.  
Connecticut Bank & Trust Co.  
Consolidated Rail Corp.  
Continental Illinois National Bank & Trust Co.  
Continental Forest Industries  
Continental Grain Co.  
Continental Group, Inc.  
Coopers and Lybrand  
Corning Glass Works  
Cresap, McCormick & Paget, Inc.  
Data Resources, Inc.  
Digital Equipment Corp.  
R. R. Donnelley & Sons Printing Co.  
Dow Jones  
E. I. DuPont de Nemours & Co., Inc.  
Eli Lilly & Co.  
Emerson Electric Co.  
Ernst & Ernst  
Estee Lauder, Inc.  
Exxon Corp.  
Firestone Tire & Rubber Co.  
Ford Motor Corp.

Frito-Lay, Inc.  
 General Foods Co.  
 Gillette Co.  
 Goldman Sachs & Co.  
 Haskins & Sells  
 Harris Corp. PRD Electronics Division  
 Hecht Co.  
 Heinz, U.S.A.  
 Hospital Affiliates, Inc.  
 IBM Corp.  
 ICI United States, Inc.  
 Inland Steel Co.  
 Johns Hopkins Hospital  
 Kurt Salmon Associates  
 S. D. Leidesdorf & Co.  
 Lever Brothers Co.  
 Lincoln Electric Co.  
 Loeb Rhoades & Co.  
 Marathon Oil Co.  
 Massachusetts General Hospital  
 McDonnell Douglas Automation Co.  
 Mellon National Corp.  
 Merck & Co.  
 Metropolitan Life Insurance Co.  
 Mid-Atlantic National Bank  
 Mobil Oil Corp.  
 Morgan Guaranty Trust Co.  
 Mutual Benefit Life Insurance Co.  
 National Bank of North America  
 National City Bank of Cleveland  
 Norton Co.  
 Ogilvy & Mather Inc.  
 Olin Corp.  
 Oscar-Mayer Corp.  
 Owens-Corning Fiberglas Corp.  
 Owens-Illinois, Inc.  
 Peat, Marwick & Mitchell & Co.

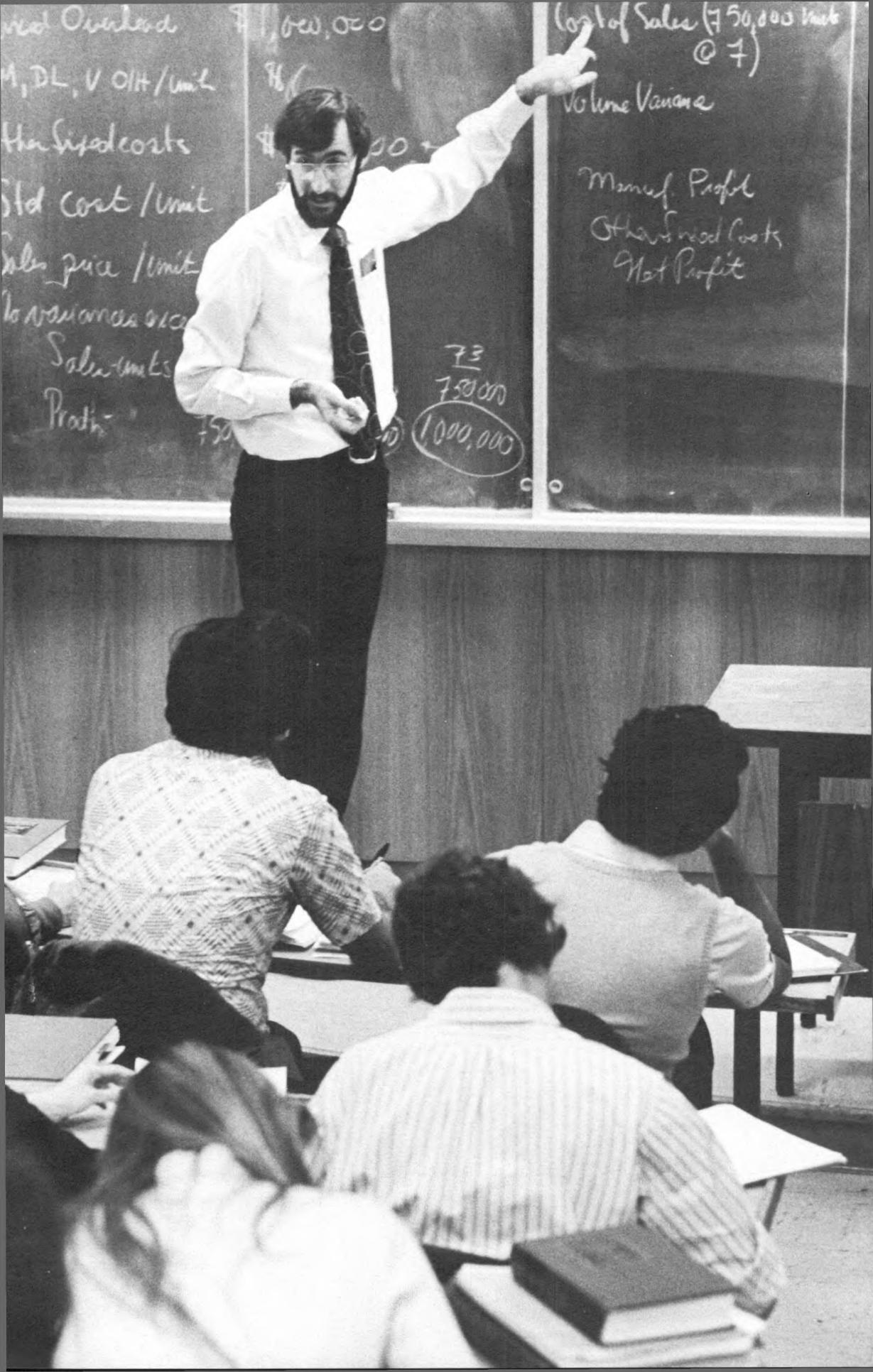
Pfizer, Inc.  
 Philip Morris, Inc.  
 Price Waterhouse & Co.  
 Procter & Gamble Co.  
 Prudential Insurance Co. of America  
 Ralston Purina Co.  
 Raytheon Co.  
 RCA Corp.  
 Rockwell International  
 Scott Paper Co.  
 Shawmut Bank of Boston, Inc.  
 Smith Barney, Harris Upham & Co.  
 J. M. Smucker Co.  
 The Stanley Works  
 Texas Instruments, Inc.  
 Touche Ross & Co.  
 Union Carbide Corp.  
 University of Michigan Hospital  
 Vick Chemical Co.  
 Xerox Corp.

## Further Information

Prospective students are urged to consult Cornell University's *Announcement of General Information* for details about health requirements and services, vocational testing and guidance, the use of motor vehicles, and University-wide social and cultural activities. Copies of that *Announcement* may be obtained from the Visitor Information Center, Day Hall, or by writing to Cornell University Announcements, Research Park, Ithaca, New York 14853.

*Preparatory to actual job interviews, the Placement Office staff guides students through mock interviews, aided by the use of videotapes.*





Fixed Overhead \$1,000,000  
M, DL, V OH/Unit  
The fixed costs  
Std cost /unit  
Sales price /unit  
Sales volume  
Profit

73  
750,000  
1,000,000

Cost of Sales (750,000 units @ 7)  
Volume Variance  
Manufact. Profit  
Other Fixed Costs  
Net Profit

# V. Programs for Master's Degrees

## General Information

The School offers programs for the Master of Business Administration (M.B.A.), Master of Public Administration (M.P.A.), and Master of Professional Studies—Hospital and Health Services Administration (M.P.S. [H.H.S.A.]) degrees. These require the completion of sixty credit hours of course work and four semesters in residence. The only exceptions to this policy are under the specific provisions for advanced standing explained in the section that follows.

Much of the first year is taken up with core courses that introduce students to the broad range of disciplines relevant to administration and provide them with the necessary background for more specialized studies. All students must complete specific core courses: NCC 500 Managerial Accounting, NCC 501 Quantitative Methods for Management, NCC 502 Economic Principles for Management, and NCC 503 The Computer and Decision Making. In addition to these common core courses, each degree program has its own sequence of core courses that must be followed.

By contrast, the second year is devoted almost entirely to elective courses chosen by the student, in consultation with an adviser, to meet particular career interests and objectives.

Some students may want to change their degree objectives after entrance to the School. A student anticipating such a change should use the electives during the first year to increase the degree of flexibility.

## EXEMPTION FROM CORE COURSES

A student may be exempted from taking any or all of the School's common and program core courses by satisfactorily passing the special exemption examinations administered for these courses during registration at the beginning of the first and/or second semesters. This is the only method by which required core courses are waived, even for those candidates who receive advanced standing credit for graduate work elsewhere as explained in the section on Advanced Standing above.

All students admitted to the School are encouraged to take the exemption examinations for any of those common or program core courses in which they feel they have sufficient competence. If the student passes the examination, the requirement for the course is waived; if the student passes the examination at a "superior" level, he or she is granted credit for the course toward the degree.

There is no penalty for failing an exemption examination for a core course. If students pass an exemption examination but not at the "superior" level required for credit, they may still elect to take the course for credit. If they do so, the course must be taken on a compulsory satisfactory-unsatisfactory basis.

The exemption from core courses, even with credit, does not reduce the four-semester residency requirement.

## ADVANCED STANDING

In certain instances, it is possible for a student to receive advanced standing credit toward a degree in the School. No student will receive more than sixteen hours of advanced standing or one semester of residency except for provisions in the special combined degree programs and the international exchange program, explained on pp. 44 and 74 respectively.

The types of advanced standing and possible methods of achieving advanced standing are as follows:

1. *For graduate work taken elsewhere.* In certain cases it is possible for a candidate accepted for admission to receive advanced standing for graduate work satisfactorily completed elsewhere before enrollment in the School. Work taken elsewhere for which advanced standing may be awarded must be at the graduate level; that is, taken after the baccalaureate degree (or its equivalent in foreign countries), and must be directly comparable to studies in the common or program core courses required by the School. Applicants for admission wishing to be considered for advanced standing should apply for such credit to the director of admissions and student affairs at the time they submit their applications for admission.
2. *For exemption examinations in core courses passed at a "superior" level.* All of the School's common and program core courses may be waived for students passing the exemption examinations for these courses as outlined in the section on Exemption from Core Courses. A student who passes such an exemption examination at a level determined to be "superior," may be granted credit toward the degree in the amount equal to the credit hours of the course exempted.
3. *For courses in the Graduate School of Business and Public Administration taken and passed before admission independently of registration in combined degree programs.* Advanced standing may be given for such courses to students who have taken courses in the School while on special nondegree status, or on extramural status, or to Cornell undergraduate or graduate students enrolled in degree programs in other branches of the University. However, a Cornell student enrolled in another unit of the University may not take more than one of the School's core courses unless a formal application for admission has been filed with the director of admissions and student affairs.

All questions regarding advanced standing must be resolved before registration for the first semester.

## Business Administration

### FLEXIBILITY

There is substantial flexibility in the M.B.A. program in addition to the provision for exempting core courses discussed above. Students are allowed a minimum of two electives during the first year and 26 credit hours of electives in the second. Those passing exemption examinations can substitute advanced electives for core courses. Further, students can design program concentrations to meet their specific needs. With the approval of their advisers, all students may decide to take courses offered by other units at Cornell as well as electives available within the School.

### OBJECTIVES AND CORE COURSES

The School's program in business administration is designed to provide an educational foundation for business or public managerial careers.

The M.B.A. core program includes the following: Organizational behavior and administrative relationships are examined with the aid of perspectives from the behavioral sciences. The uses and limitations of quantitative approaches to managerial problems are explored. A foundation in economic analysis is presented to equip students with analytical tools of proven value in decision making and to provide them with an understanding of the environment in which business operates. The functions of marketing, operations management, and finance are introduced, and an effort is made to give the student an appreciation of how these functions fit into the company-wide decision and planning process. In the second year of the program, the political and economic foundations of the United States business community and the impact of important public policies are investigated. The business policy course ties together the several functional areas and basic disciplines studied in the first year. Core courses required for the M.B.A. degree are as follows:

#### Courses for First-Year M.B.A. Degree Candidates

##### First Semester

NCE 540	Organization Theory and Behavior
or	
NCE 541	Personnel Administration and Human Relations
NCC 500	Managerial Accounting
NCC 501	Quantitative Methods for Management
NCC 502	Economic Principles for Management
NCC 503	The Computer and Decision Making



*Overhead projectors are among several different audiovisual devices B&PA faculty use to enhance their teaching styles.*

### Second Semester

- NBP 500 Marketing Management
- NBP 501 Operations Management
- NBP 502 Corporate Financial Management
- — Elective
- — Elective

Either course, NCE 540 Organization Theory and Behavior or NCE 541 Personnel Administration and Human Relations, is required but not both. For those M.B.A. candidates who exempt core courses at the beginning of the year, NBP 501 Operations Management and NBP 502 Corporate Financial Management are offered during the fall semester. M.B.A. candidates who do not exempt a course will have two electives during the first year.

Two courses are required during the second year: NBP 503 Business Policy and NBP 504 Interaction of the Economic, Social, and Legal Environments with Organizations.

The normal sequencing of courses is for the M.B.A. candidate to complete all core courses in the first year of study, except for NBP 503 Business Policy and NBP 504 Interaction of the Economic, Social, and Legal Environments with Organizations. With permission of an adviser, NBP 501 Operations Management may be delayed until the third semester.

Students in other degree programs can switch to the M.B.A. program if they have completed all M.B.A. core courses by the end of their third semester. Marketing may be taken in semester four if it is not offered in semester three.

**Note:** M.B.A. degree candidates are also eligible to enroll in graduate courses offered at Cornell outside the Graduate School of Business and Public Administration.

### FIELDS OF CONCENTRATION

M.B.A. concentrations are completely flexible with no particular course requirements, but to assist the student in developing a purposeful pattern of courses for work beyond the core program, the following fields of concentration have been defined:

**Industrial Accounting.** Designed to lead to careers in business or government accounting and in financial or general management. Its requirements are flexible and depend on the student's preparation before entering the School and on vocational objectives. A typical program in this field includes second-year courses in finance, managerial economics, and computer applications, as well as in intermediate, advanced, cost, and tax accounting.



*Left: J. H. Allito, desk officer for Ecuador from the U.S. State Department, presented an orientation session for students studying multinational business in Ecuador.*

*Below: A student and his adviser design a two-year program suited to the student's needs and interests from University-wide offerings.*



**Professional Accounting.** Designed to prepare the student for a career in public accounting, and meets the academic requirements for the Certified Public Accountant (C.P.A.) certificate in New York State. The regulations of the New York State Education Department specify several procedures whereby the C.P.A. candidate may meet the academic requirements, one of which is to be a graduate of an educational institution offering an accounting curriculum registered by the New York State Education Department. Within the School, the student may fulfill the academic requirements for the New York State C.P.A. certificate by completing the M.B.A. degree program and meeting the following specific course and subject area requirements:

- (1) Finance requirement: complete nine credit hours of finance at undergraduate or graduate level, including NBP 502 Corporate Financial Management.
- (2) Economics requirement: complete nine credit hours of economics principles and analysis at undergraduate or graduate level, including NCC 502 Economic Principles for Management.

(3) Complete the following specific courses (or approved substitutes):

NBA 500	Intermediate Accounting
NBA 501	Advanced Accounting
NBA 502	Cost Accounting
NBA 503	Financial Policy Decisions and Accounting
NBA 504	Introduction to Taxation Affecting Business and Personal Decision Making
NBA 505	Auditing
NBA 510	Law of Business Associations
NBA 511	Advanced Business Law

For the student who elects to take the C.P.A. concentration and has no prior work in accounting, one core course may be omitted in certain special circumstances, upon approval by the Academic Standards Committee. Because careful scheduling is necessary if C.P.A. course requirements are to be met, students contemplating this program are strongly urged to consult with a member of the accounting staff at the outset of their work at the School.

**Finance.** Designed to provide a thorough understanding of the role of finance in

administrative and decision-making processes, and to familiarize the student, in some depth, with the mechanisms and operations of the financial system and the intricate interrelationships between business and government in the realm of finance. The program in business finance presents an integrated treatment of the operational aspects of business and investment finance, the functions of financial institutions and capital markets, and the basic economic and legal framework of financial organizations. This concentration meets the needs of students who look forward to specialized careers in the financial management of business and to careers in commercial, savings, and investment banking, in financial counseling, in brokerage houses, and in investment management.

#### **Hospital and Health Service Administration.**

A student electing this concentration should exempt all possible courses and develop a carefully considered educational plan for the two years since this is a tight program. Electives should come from both the health and functional areas.

#### **International Business Operations.**

Designed for students interested in careers in international business operations. Courses are offered in the School and elsewhere in the University. In addition, the School offers some courses in the international development concentration, which are relevant for students planning to work abroad and which include course work on the developing areas. Supplemental course work can be taken in the Department of Government and the Department of Agricultural Economics. For students with well-defined geographic interests, language and area studies are also available.

**Managerial Economics.** Designed for students seeking careers either in general management or as professional economists in industry or in government. The rapidly expanding application of economic analysis in decision making is creating wider opportunities for individuals trained in its use, both in line management posts and in staff positions in large industrial corporations, banks, insurance companies, investment firms, merchandising operations, and many departments of the federal and state governments. The student electing this concentration should have had some previous training in economic studies, especially economic theory, and some background in mathematics. A student's program may emphasize either a qualitative or a rigorously quantitative approach, but a basic understanding of both is needed and must be demonstrated. Thus, the student is expected to develop a firm grasp of the economic and institutional framework of business behavior and

of government policies that affect business performance, and competence in the use of basic mathematical and statistical tools. The student may focus in depth on the analysis of problems associated with the functions of finance, marketing, or business management, or concentrate on the more general issues of government operations and public policy. In either case, the student may complement and supplement courses in the School with those in other units of the University.

**Marketing.** Designed for students seeking careers in a variety of marketing areas including product management, marketing research, sales management, advertising, marketing planning, and retailing. Courses are designed to provide students with a firm grounding in theoretical and analytical areas balanced with a strong emphasis on decision making and solution of marketing problems. The analytical tools of the behavioral sciences, economics, statistics, and operations research are applied throughout the marketing concentration. Elective courses provide the student with an understanding of all aspects of the decision-making process in a marketing environment.

The role of marketing in identifying and developing new product and service opportunities, satisfying demand, and formulating corporate policy is examined. The dynamics of demand, channels of distribution, competitive behavior, sales forecasting, advertising strategy, marketing measurement, pricing, and product development policies are among the topics covered. Throughout an attempt is made to provide the student with an understanding of the operational and strategic aspects of the marketing function.

**Personnel Management.** Designed to develop an understanding of personnel administration as a management function and of its relationship to other management activities; to familiarize the student with the policies, methods, and techniques used in the process of personnel administration; to develop the capacity to analyze personnel problems, select the most effective means of dealing with them, and plan appropriate courses of action; and to explore current trends and research in the field of personnel administration and human relations. Studies in this field deal with such topics as motivation, supervision, communications, personnel selection and training, compensation, discipline, performance review, promotion, transfer, development, safety, and employee services and benefits. In addition to the courses and seminars in personnel management and human relations offered by the School, students interested in this field may also take advantage of a wide range of graduate courses related to personnel management in other units of the

University, particularly the School of Industrial and Labor Relations.

**Production and Operations Management.**

Designed to provide a thorough comprehension of the major economic problems of production and operations management, together with the analytical techniques most effective in their solution. Courses deal with such topics as process and equipment selection, product planning, aggregate production and work-force scheduling, production and inventory control, distribution systems, project control, job-shop scheduling, and quality control. Students develop an understanding of the effectiveness and the limitations of analytical techniques, such as linear programming, classical methods of optimization, dynamic programming, computer simulation, critical-path methods, heuristic programming, and statistical analysis. Students interested in this field are encouraged also to take course work in the closely related areas of managerial economics and quantitative analysis.

**Public Policy.** A student may take an M.B.A. degree and major in public policy. The orientation of this concentration is towards the application of economic and financial decision techniques to problems in the public sector.

**Quantitative Analysis for Managerial Decision Making.** Designed to develop skill in the use of mathematics and statistics for solving managerial problems. Work in this field is offered by the School in cooperation with the School of Operations Research and Industrial Engineering, and several courses are given jointly. Students electing this concentration may develop programs, with the assistance of their advisers, which include courses drawn from the School's

offerings in operations research, computer applications to business, and managerial economics. They may also elect courses in other units of the University, including the Departments of Mathematics and Economics in the College of Arts and Sciences. The facilities of the Computing Center are available for the use of students, both in course work and in approved research projects.

**Special Programs.** In addition to the fields of concentration already noted, special concentrations may be developed to meet a student's needs in other aspects of business administration, such as agricultural management and organizational theory and behavior.

## Public Administration

### OBJECTIVES

The Public Administration Program's current emphasis is on developing a student's broad-scale analytic ability within a balanced program. This emphasis is reflected in the new managerial-analytic option (see table, p. ) for either the M.P.A. or the M.B.A. degree. The program seeks bright students from diverse undergraduate fields whose interests center on public sector problems and policies. No prior administrative education is assumed.

The program includes study in behavioral and political science (including organizational analysis and design), management science (including economic analysis, operations

*Willard Butcher, president of Chase Manhattan, spoke at the Executive Forum series.*





*Informal, after-class discussions between faculty and students add a rich dimension to graduate work.*

research, and computer applications), and public sector institutional specifics (the structure of government at all levels, economics and public policy, and legal-administrative issues). The program prepares students to deal with public policy problems by identifying logical components, developing background information and options, and making cogent presentations for decision purposes.

Recent graduates are now working as planners, policy analysts, and in other positions in a variety of professional administrative settings, in city and state government administrations, and in many federal agencies, such as the Office of Management and Budget, the Environmental Protection Agency, and the Energy, Research, and Development Administration.

The Public Administration Program provides two major alternatives as preparation for public service careers: a managerial-analytical option leading to the M.P.A. or M.B.A. degree and a public policy option leading to the M.P.A. degree. Although they are related, these options lead to different career paths. The former is intended for the more quantitatively oriented student who is interested in learning and applying the tools of modern quantitative and economic analysis to public sector problems. The latter is intended mainly for students with liberal arts or social science backgrounds and has fewer core requirements, enabling the student to design an integrated program that focuses on one or more specific policy problems or subject areas. Core requirements for these options are shown in the following table.

**CORE REQUIREMENTS IN PUBLIC ADMINISTRATION**

	<i>Managerial-Analytical Option</i>		<i>Public Policy Option</i>
	<i>M.B.A.</i>	<i>M.P.A.</i>	<i>M.P.A.</i>
NCE 540 Organization Theory and Behavior	X	X	X
NCC 500 Managerial Accounting	X	X	X
NCC 501 Quantitative Methods for Management	X	X	X
NCC 502 Economic Principles for Management	X	X	X
NPP 500-501 Conduct of Public Affairs I and II	X	X	X
NCC 503 The Computer and Decision Making	X	X	X
NBP 500 Marketing Management	X	X	—
NBP 501 Operations Management	X	X	—
NBP 502 Corporate Financial Management	X	—	—
NBP 503 Business Policy	X	—	—
NBP 504 Interaction of the Economic, Social, and Legal Environment with Organizations	X	—	—

**Note:** M.P.A. degree candidates are also eligible to enroll in graduate courses offered at Cornell outside the Graduate School of Business and Public Administration.

## MANAGERIAL-ANALYTICAL OPTION

Two degree alternatives, the M.B.A. or the M.P.A., are offered to students who want a program that is management oriented with emphasis on economic and quantitative analysis applied to public sector problems. In both, the student is trained to use the techniques of operations research, economic analysis, and organizational design to solve public sector problems.

Under the first option, the student receives the M.B.A. degree and takes the basic public program core as well as several additional courses in the business program. The student then selects electives dealing with business and public sector problems according to his or her own interests and objectives. This option is ideal for the student who plans to move between private and public sector jobs, who plans to work at the interface of government and business (perhaps as a management consultant), or who is uncertain about whether he or she wants to work in government or business and therefore wants to maintain and explore both options. Wherever possible public sector applications of basic management techniques will be presented within the required curriculum to students choosing this option.

The second option is similar to the first in emphasis, but the student opting for this track receives the M.P.A. degree and the focus of the program is more on public sector problem solving. The emphasis remains, however, on the quantitative and economic methods of management. This option is designed for the student who is committed to a career as a manager or analyst in the public sector. The primary job opportunities are with government units varying from federal agencies to the budget offices of small communities and with private and nonprofit organizations that provide services to governments, such as consulting firms and foundations.

## PUBLIC POLICY OPTION

This alternative responds to the interests of students who want to deal with important public policy problems, such as health, environmental, urban, welfare, energy, and public education. It builds on the core subject matter by providing study opportunities in a variety of program and discipline areas. In collaboration with his or her adviser, the individual student designs a coherent and integrated study program focusing on one or more specific policy programs or areas. Concentrations can be designed in such policy areas as resource development and overseas operations, mass transportation, and

public sector collective bargaining. Course work and independent study focus on developing understanding of the technical, political, and administrative characteristics of particular issues, gaining a knowledge of an involved institution and individuals, appreciating the interdependence of related programs, and becoming familiar with the relevant literature and research. It also acquaints students with the significance of supporting activity such as budgeting, planning, and evaluation and it provides an opportunity for understanding the applicability of analytical techniques to particular policies.

Policy study involves course work in this School while extensively drawing on the resources of other fields of study, such as city and regional planning, industrial and labor relations, environmental quality management, human ecology, and agricultural economics.

## SUMMER INTERNSHIPS

As an important complement to their academic work, public administration students normally undertake employment in public agencies during the summer between the two years of the M.P.A. Program. The School's faculty and staff assist students in finding summer positions that relate closely to both their study programs and their career plans. In the summer of 1973, the School initiated a summer internship program for students with career interest in the public sector. Participating students are placed with executive and legislative units of national, state, and local governments, and occasionally with international agencies. The experience provided by such employment has been found helpful in contributing to a student's understanding of government operations, in developing a focus for the student's second-year program, and in guiding a career choice.

## CAREER OPPORTUNITIES

Graduates of the Cornell Public Administration Program have moved into public sector responsibilities in a broad variety of assignments. They have been placed in both the policy and the managerial/analytical areas and with executive and legislative bodies as well as with financial institutions and public-oriented manufacturing enterprises. These responsibilities have been at national and state levels as well as with regional and local organizations. Many of the School's graduates undertake assignments with international agencies as well as with foreign governments. The great expansion of government activities at the state and local levels in recent years has meant a corresponding

expansion of significant career opportunities with municipal governments, state governments, regional organizations, and foreign governments.

## Hospital and Health Services Administration

### OBJECTIVES AND CORE COURSES

Great changes are taking place in systems and facilities for the provision of medical care in the United States. These changes are accompanied by a manpower shortage in many health fields, and there are challenging careers ahead for men and women entering the health services field, whether in the context of hospital and medical care administration, planning, or policy analysis.

The Sloan Program of Hospital and Health Services Administration, established originally with the aid of a substantial grant from the Alfred P. Sloan Foundation, offers a two-year master's degree program for students interested in careers in administration and planning in the health field. Students in the health program may choose one of the three degrees — the M.P.S. (H.H.S.A.), the M.B.A., or the M.P.A. The degree requirements are as follows:

#### I. Requirements for All Sloan Students (M.P.S., M.P.A., and M.B.A. Candidates)

NCC 500	Managerial Accounting
NCC 501	Quantitative Methods for Management
NCC 502	Economic Principles for Management
NCC 503	The Computer and Decision Making
NHP 500	Introduction to Hospital and Medical Care Organization

*In addition, Sloan students must take one course in the area of financial management:*

- either NHP 503 Hospital Financial Management
- or NBP 503 Corporate Financial Management

*and one course relating to the fields of organizational behavior and personnel management:*

- either NCE 540 Organization Theory and Behavior
- or NCE 541 Personnel Administration and Human Relations

*one course in the area of health policy:*

- either NHA 503 Sociopolitical Aspects of Community Health Services
- or NHA 507 Health and Welfare Policy
- or NHA 513 Health and Social Services Organization and Planning

*and:*

1. At least five more health electives, in addition to NHP 500 Introduction to Hospital and

Medical Care Organization. (This excludes projects and field trips, but can include NHP 503 Hospital Financial Management and additional courses in health policy.)

2. Complete a twelve-week summer residency
3. Have an adviser who is a member of the Sloan faculty

#### II. Additional Requirements for M.B.A. or M.P.A. Sloan Candidates

Health students electing the M.B.A. or M.P.A. degree must satisfy all of the requirements specified for those programs. Course NHA 509 Health Operations Management and Planning may be substituted for NBP 501 Operations Management. (NHA 509 also counts as a Sloan elective.) NHP 503 Hospital Financial Management does not satisfy the MBA finance requirement.

**Note:** M.P.S. (H.H.S.A.) degree candidates are also eligible to enroll in graduate courses offered at Cornell outside the Graduate School of Business and Public Administration.

### FIELDS OF CONCENTRATION

For the most part, the candidate's second-year program consists of elective courses selected within the Graduate School of Business and Public Administration and other components of the University. A wide range of elective courses specifically relating to the hospital and health services administration is available in the School, including health economics, quantitative models in the health field, evaluation of community health services, legal aspects of hospital administration, policy and planning in hospitals and health agencies, mental health and administration, sociology of community health care, seminar in health research, political economy of medical care services, financial management of hospitals, and the health planning process. The high degree of flexibility in the curriculum provides students with an unusual opportunity to develop an assortment of skills consistent with career objectives in any one of a number of areas, such as, hospital management, health services delivery, and mental health administration. It also allows them to acquire competence in particular aspects of management science, such as finance and labor-management relations, relevant to high priority problems in hospital and health services administration.

A concentration leading to careers in comprehensive health planning is also available. In addition to the core requirements listed above, students taking this new concentration are advised to elect at least one approved course in each of the six areas: demography-ecology, social organization and change, political

processes, planning processes, mental and environmental health, and community health planning.

In the summer months between the first and second academic years, Sloan students work as administrative residents in selected health care organizations. Experienced preceptors orient residents and assign them work-study projects and a variety of administrative duties. This part of the curriculum is designed to promote an improved understanding of the complex problems associated with financing, planning, organizing, and delivering health services. The total length of the residency is twelve weeks. The planning of the residency is a faculty responsibility. Representatives of major health care institutions and agencies meet with the students to discuss health service needs and issues in the urban environment.

In cooperation with The New York Hospital-Cornell Medical Center, Sloan students are given the opportunity to attend a week-long Institute on Hospital Management Practice and Urban Health Services Delivery held in New York City. Representatives of major health care institutions and agencies meet the students to discuss health service needs and issues in the urban environment, and students are given an opportunity to observe the inner workings of a large, complex teaching hospital.

A special week-long seminar in health policy is conducted in Washington, D.C., where students meet with members of Congress and staff from key committees together with other high-ranking political and civil service officials associated with health policy formulation and the administration of important government programs in the health field. Students also meet with representatives from important professional bodies, such as the American Hospital Administration and the American Medical Association, along with representatives of consumer interest groups.

**Note:** A special brochure entitled *Graduate Study in Hospital and Health Services Administration* may be obtained by writing to the Director of Admissions and Student Affairs, Graduate School of Business and Public Administration, Cornell University, Malott Hall, Ithaca, New York 14853.

## Combined Degree Programs

Graduate study at Cornell offers students maximum flexibility in planning programs to fit individual needs and interests. The tradition of cooperation among the various units of Cornell enables this School to join with them in offering

combined degree programs. Such programs exist at both the graduate and undergraduate levels.

## GRADUATE JOINT DEGREE PROGRAMS

### Joint Law Program

The School offers a combined program with the Cornell Law School in legal and administrative studies, in which the student may obtain the master's degree in either business or public administration, together with the Doctor of Law degree in four years instead of the five that would be required if each were taken separately. This combination is of interest to students preparing for careers in such areas as tax accounting and law, corporation law, or legal practice in government.

Students may begin the program in either school, with the first year's work taken entirely within one school and the second year's entirely within the other. In the third year, the work is divided between the two schools, and the fourth year it is taken entirely within the Law School. The student completes the requirements for the master's degree at the end of the third year and the requirements for the law degree at the end of the fourth.

To be admitted to the full combined program, a student must meet the admissions requirements of both schools. Application for admission should be made to both schools and acceptance must be granted by their respective admissions committees before entrance into the first year of the program. Students who decide to apply for the program after starting their studies in the Graduate School of Business and Public Administration should discuss their plans with both schools as soon as possible, but no assurance can be given that such a student will be permitted to undertake the combined program.

### Individual Joint Degree Programs

Individual programs combining study at B&PA with study for graduate degrees in other fields can be arranged in consultation with advisers from the School. A B&PA student is free to take graduate-level courses in any unit of the University. Furthermore, since most of the courses taken during the student's second year at B&PA are electives, there is ample opportunity for study in other areas. In order to pursue a master's degree program in this School in combination with study in another field, it is necessary to apply to both this School and to the unit that administers the other graduate degree. A student must be accepted into each program independently and spend time registered in

each division. However, with permission, courses taken in one School while registered in the other may be counted toward both degrees. In this way, the amount of time required to complete two advanced degree programs can be reduced.

### **Joint Operations Research and Industrial Engineering Program**

The School offers a combined program with Cornell's School of Operations Research and Industrial Engineering, available only to students who are enrolled as undergraduates in the Cornell College of Engineering. It provides an opportunity for the Cornell senior to obtain the Master of Engineering degree one year after graduation from the baccalaureate program and to complete the M.B.A. program in one additional year. To be admitted to the full combined degree program, a student must meet the admissions requirements of both schools. Application for admission should be made to both schools and acceptance must be granted by their respective admissions committees before entrance into the program.

### **UNDERGRADUATE JOINT DEGREE PROGRAM**

#### **Undergraduate Double Registration**

Highly qualified Cornell undergraduates have the opportunity to combine their undergraduate program with graduate study at B&PA. Students in such a combined degree program generally receive a bachelor's degree after four years of study and a master's degree from B&PA after the fifth year of study, rather than the normal sixth year. Admission to these combined degree programs is limited to particularly promising candidates, and careful planning is required for successful integration of the work of the two degree programs. Cornellians interested in applying for admission to this program are advised to meet with a staff member of the Office of Admissions and Student Affairs. Formal application should be made during the winter of the junior year.

## **Program on Science, Technology, and Society**

The Program on Science, Technology, and Society (STS) was established in 1969 to stimulate and initiate teaching, research, and dissemination of information on the interactions of science and technology with society. The program is interdisciplinary and campus-wide, drawing its students, faculty, and researchers from a wide range of academic fields.

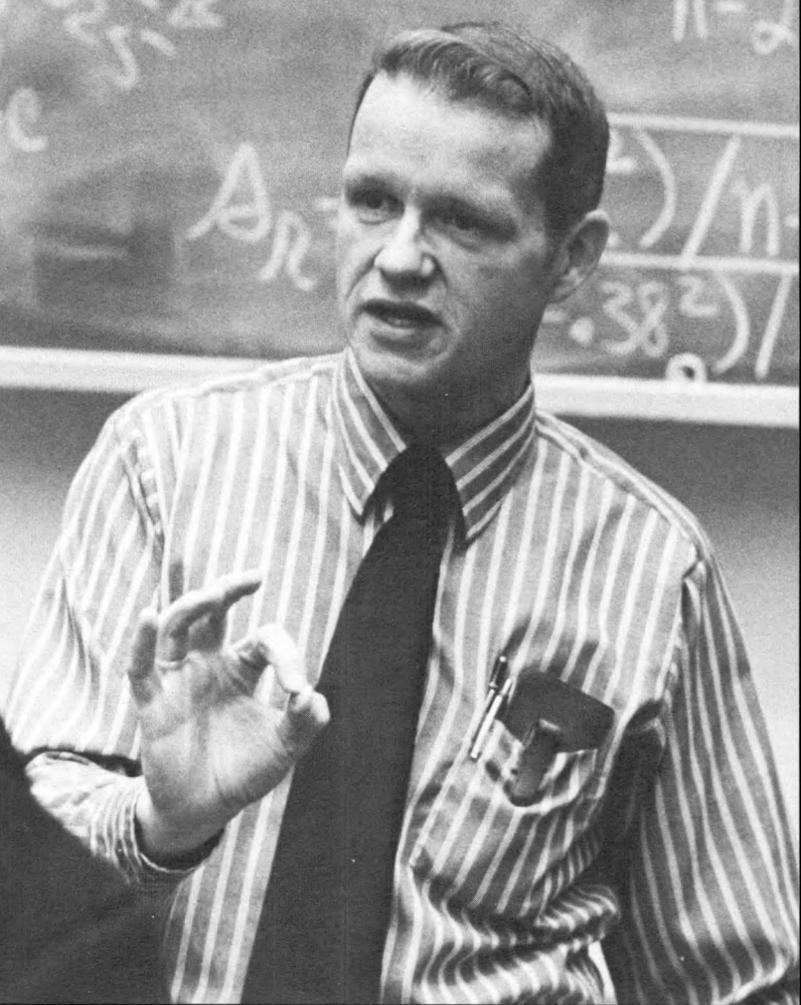
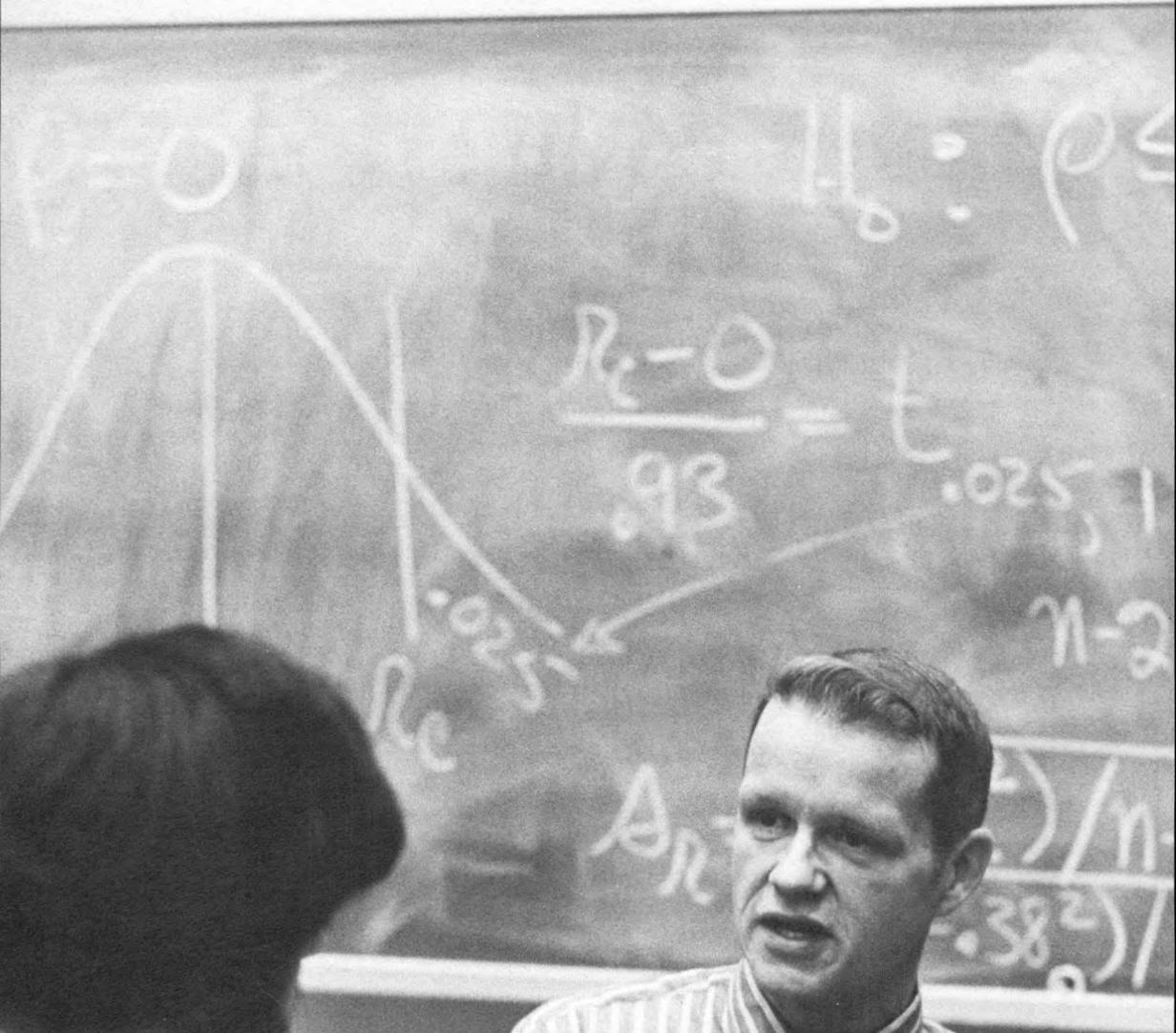
Topics of special concern to the program include science and technology policy, biomedical ethics, technology assessment, citizen participation in technological decision making, environmental law and ethics, arms control and national defense policies, the scope and limits of rational decision making, and the sociology of science. These and other subjects are studied through courses, graduate and faculty seminars, workshops, conferences, and research projects.

In cooperation with University academic departments and centers, the STS Program has participated in the development of over two dozen interdisciplinary courses at both the graduate and undergraduate levels. Courses developed by the program are designed to both synthesize and contrast the perspectives of several academic disciplines in the analysis of relationships among science, technology, and the needs, values, and institutions of modern societies. The program takes part in the undergraduate Biology and Society major, established in 1976 within the College of Arts and Sciences, and in the graduate Field of Public Policy, offering a science policy "stream" within this minor field. Limited funding may be provided for interdisciplinary thesis research on STS-related subjects, and appropriate requests for support will be considered.

Further information may be obtained by contacting the Program on Science, Technology, and Society, Cornell University, 628 Clark Hall, Ithaca, New York 14853.

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# VI. Curriculum

This section lists and describes the courses offered by the School. Only those courses offered by the Graduate School of Business and Public Administration and those courses offered jointly by the School with another school or college on the campus are described here. Students are strongly advised to consult course schedules published by the Registrar's Office for the most recent information pertaining to courses.

There are many courses in other units of the University—including the Departments of Economics, Government, Psychology, and Sociology in the College of Arts and Sciences, the School of Industrial and Labor Relations, the School of Operations Research and Industrial Engineering in the College of Engineering, and the Department of Agricultural Economics in the College of Agriculture and Life Sciences—which may be of interest. For information on the content of these courses, the student should consult *Cornell University: Description of Courses*.

All academic courses of the University are open to students of all races, religions, ethnic origins, ages, sexes, and political persuasions. No requirement, prerequisite, device, rule, or other means shall be used by any employee of the University to encourage, establish, or maintain segregation on the basis of race, religion, ethnic origin, age, sex, or political persuasion in any academic course of the University.

**Note:** Brackets surrounding a course description indicate that course will not be taught this academic year.

## Common Core Courses

### **NCC 500**

**Managerial Accounting.** First semester. Credit three hours.

In the first part of this course the principles and procedures underlying financial statements are introduced. Financial transactions are studied and alternative accounting treatments are analyzed. Tools for analysis of financial statements and the uses and limitations of ratios and other quantitative measures are introduced. The second part of the course concentrates on accounting information useful for managerial action. The objective is to develop an ability to recognize the uses and limitations of the accounting information available to management, and to apply the information in decision situations.

### **NCC 501**

**Quantitative Methods for Management.** First semester. Credit three hours.

This course deals with basic elements of decision making under conditions of uncertainty. Topics discussed include descriptive statistics, probability theory, classical statistics (including an introduction to regression analysis), and statistical (Bayesian) decision theory. Although the course is taught at an introductory level, the student is required to have a limited knowledge of calculus. Students desiring more rigorous coverage of this material may substitute NCE 560 and NCE 561 in place of NCC 501.

**Note:** For those students who have had little or no mathematics, the Graduate School of Business and Public Administration conducts an intensive two-week preparatory course in algebra and calculus in late August and early September each year. For additional information on this program and on other means of meeting the calculus requirement, please refer to p. of this catalog.

**NCC 502**

**Economic Principles for Management.** First semester. Credit three or four hours.

The fundamental concepts and principles of micro- and macroeconomic theory are introduced and developed in the context of applications that are relevant for both business and public managers. The course covers the basic elements of consumer demand, production and supply, and of the operation of markets. It also covers the basic elements of national income accounting, the Federal Reserve System, and the determinants of national income, unemployment, and inflation.

**NCC 503**

**The Computer and Decision Making.** First and second semesters. Credit three hours.

This course covers the use of computers in problem solving. Programming knowledge taught in the first part of the course is applied to the solution of problems at the introductory level in capital budgeting and linear programming. (M.B.A. candidates should take this course during the first semester.)

## Program Core Courses

### M.B.A. CANDIDATES

**NBP 500**

**Marketing Management.** Second semester. Credit three hours.

This is an introductory course designed to acquaint the student with the perspectives and problems of marketing management in a multiproduct firm. Decision processes for product planning, pricing, promotion, distribution, and competitive strategy are discussed in the light of contributions from the behavioral and management sciences. These problems are approached within the framework of the changing environment of the firm. **Required for M.B.A.**

**NBP 501**

**Operations Management.** First and second semesters. Credit three hours.

This course introduces major economic decision problems of production and operations management; aggregate production and work-force scheduling, multiplant allocation of product, large-scale project control (PERT), production and inventory control, demand forecasting, quality control, and short-run job-shop scheduling. Problems are analyzed through the use of traditional intuitive rules, schematic methods, incremental analysis, differential and integral calculus, linear programming, computer simulation, heuristic programming, and critical path methods. Emphasis is placed on the effectiveness and the limitations of quantitative techniques in the decision-making process. The interaction of production problems with those of other functional areas is also considered. **Prerequisites:** NCC 501 and NCC 503 or the equivalent. **Required for M.B.A.**

**NBP 502**

**Corporate Financial Management.** First and second semesters. Credit three hours.

The student is introduced to the principles and practices of business finance by developing theory and analyzing cases applying that theory. The first section of the course deals with the capital-budgeting decision, the analysis of financial information, and the problems of managing and financing short-term assets. The following section considers the cost of different long-term financing instruments and the effect of the mix of these securities employed on the entity's cost of capital. The interaction between the financing and investment decision is then explored. Other topics covered are dividend policy and investment risk analysis. **Prerequisites:** NCC 500 and NCC 501 or the equivalent. **Required for M.B.A.**

**NBP 503**

**Business Policy.** First semester. Credit three hours.

Business Policy is a course designed to ease the transition from student to successful manager. This course is built around a series of Harvard business policy cases and is augmented by visits from executives and line managers. Development of the following skills is emphasized: how to listen to a lecture; how to recognize the right answer to a quantitative problem; how to lead a discussion; how to recognize relevant problems in working with others; and how to maintain an awareness of evolving management issues. **Prerequisites:** NBP 500, NBP 501, and NBP 502. **Required for M.B.A.**

**NBP 504**

**Interaction of the Economic, Social, and Legal Environments with Organizations.** First semester. Credit one hour.

The purpose of this course is to explore the influence of the economic, social, and legal environment on business, public, and social service organizations. The characteristics of existing economic and political institutions are examined. Other points for investigation are how institutional interactions and social concerns shape or constrain choices and how current changes in attitudes, values, and institutions may affect the future environment for administrative decision making.

### M.P.A. CANDIDATES

**NPP 500-501**

**The Conduct of Public Affairs I and II.** First and second semesters. Credit three hours each semester.

The principal objectives of this sequence are to familiarize the future administrator or analyst with the nature of public affairs and to create an appreciation of the interaction among policy formulation, resource allocation, policy implementation, and evaluation. The sequence focuses on the processes of government at all levels. It exposes students to these processes from the different perspectives of administration, politics, and economics. Particular attention is given to the workings of the national government and its federal system, to realities of and reasons for cooperation and competition that characterize relations between national, state, and local governments, and to the nature and rationale of emerging public institutions. Selected readings and case materials are used to develop those topics and to illustrate the manner in

which practitioners and analysts oriented primarily toward institutional, political, or economic considerations tend to view and approach issues under discussion. Major emphasis is placed on simulating the working environment by requiring at different stages of the sequence the preparation of advice memoranda, option and position papers, and other materials used in public sector settings. **Required for M.P.A.**

## M.P.S. (H.H.S.A.) CANDIDATES

### NHP 500

#### **Introduction to Hospital and Medical Care**

**Organization.** First semester. Credit three hours.

Health services are described and analyzed in the context of recent political, social, and economic developments. For purposes of organization and understanding of the forces for change, health services are viewed as a social system—the Medical Care System. Alternative methods of organizing and financing health care services are examined in an effort to evaluate the capacity of the medical care system to respond to pressures generated by changing disease patterns, rising expectations for medical care, and economic imperatives of medical science and technology. The roles and responsibilities of various institutions and professional groups are examined, with particular emphasis on the hospital as the central institution in the provision of community medical care. The process of community planning for health and welfare services is studied, and the relationship of the hospital to that process is analyzed. **Required for all hospital and health services majors regardless of degree choice.**

### NHP 501

#### **Introduction to Clinical Medicine: The Physician, the Hospital, and the Medical Care Delivery System.**

Second semester. Credit three hours.

The origins, selection, and training of physicians are discussed. Particular attention is given to the evaluation of hospital experience as it applies to medical students and resident physicians. Human biology is surveyed with discussion centering on structure, function, and diseases of the major body systems. The training of medical specialists and allied health workers for the ambulatory and hospital setting is reviewed. Medical data collection, evaluation of medical care, and medical staff organization in the hospital are discussed. Medical care systems in several countries are discussed and compared. **Required for all hospital and health services majors regardless of degree choice.**

### NHP 502

#### **Financial Management of Hospitals.** Second semester. Credit three hours.

The purpose of this course is to give the student a solid understanding of the financial aspects of managing a health care facility. The course begins with a look at the particular types of financial information used in a hospital. Next, the various methods of cost analysis are covered, followed by an analysis of reimbursement from third-party payers and rate setting techniques. The last part of the course addresses the topics of working capital management, budgeting, and capital financing in hospitals. **Required for all hospital and health services majors regardless of degree choice.**

## Elective Courses

Courses mentioned but not described in this publication are described in *Cornell University: Description of Courses*.

## BUSINESS ADMINISTRATION PROGRAM

### Accounting

#### **NBA 500**

**Intermediate Accounting.** First and second semesters. Credit three hours each semester.

This course involves a review of accounting concepts and procedures with particular emphasis on the reasoning behind methods of measuring and recording such items as depreciation, inventory flows, and revenues. The implications of accounting theory and practice for the measurement of income and financial positions are investigated. The uses and limitations of accounting data presented in published financial reports for financial analysis, including ratio analysis, are considered. The course gives the student an opportunity to study the concepts of financial accounting in the context of current issues and practices. **Prerequisite:** NCC 500 or equivalent.

#### **NBA 501**

**Advanced Accounting.** Second semester. Credit three hours.

This course, a continuation of NBA 500, also deals with advanced topics of financial accounting. Among the specialized situations covered are consolidated statements, multinational operations, and bankruptcy. The student is encouraged to develop an ability to cope with a variety of different situations requiring evaluation and reporting of financial results.

**Prerequisite:** NBA 500 or permission of the instructor.

#### **NBA 502**

**Cost Accounting.** First and second semesters. Credit three hours.

This course concentrates on the controller's function in the decision-making process. The course is specifically designed for those who will either be responsible for the cost records of an organization or who will use the data for decision making. Topics discussed include the budgeting process, accumulating costs for product costing, standard costs, the analysis of cost variances, cost estimation and prediction, cost-price-volume decisions, behavioral aspects of cost control, performance measurement, nonmanufacturing cost analysis, joint-cost problems, transfer pricing, and network methods as they relate to cost, including PERT-cost. **Prerequisites:** NCC 500, NCC 501, and NCC 502 or their equivalent.

#### **NBA 503**

**Financial Policy Decisions and Accounting.** First semester. Credit three hours.

This course deals with quantitative decision models for different types of financing methods starting with leases and different types of bonds and proceeding on to preferred stock, stock options, warrants, and convertible securities. The topics covered include common stock, capital structure decisions and cost of capital, dividend policy, mergers, and acquisitions.

After developing the decision models from the point of view of the issuing firm and considering the investors' point of view, the accounting implications (especially the theory) flowing from the model are developed. Also included in the topics are leverage, bond refunding, and the term-structure of interest rates. **Prerequisite:** open to second-year students who have had basic accounting, statistics, and finance.

**NBA 504**

**Introduction to Taxation Affecting Business and Personal Decision Making.** Second semester. Credit three hours.

This course deals with both state and federal taxation and their impact on business and personal decision making. Attention is given to income tax management for operators of unincorporated businesses and smaller corporate firms. Both tax policy and the mechanics of taxation as they affect business and personal decision making are covered. **Prerequisite:** one course in accounting.

**NBA 505**

**Auditing.** Second semester. Credit three hours.

This course is designed for the student interested in a career in public accounting and/or wishing to fulfill the New York State requirements for the Certified Public Accountancy concentration. A detailed and comprehensive practice audit set, problems, and cases focus on the auditing profession, the audit process, and audit reports. Guest lecturers discuss specialized topics.

**NBA 506**

**Financial Information Evaluation.** Second semester. Credit three hours.

This course focuses upon issues of accounting information evaluation, with special emphasis on the use of financial statements by decision makers outside the firm. The implications of recent research in finance and accounting for external reporting issues will be explored. Emphasis will be placed on a rigorous development of the models that describe the user's decision context. Recent empirical research on the usefulness of financial statement data is also discussed. The research investigates the predictive ability of financial statement data with respect to several decision contexts, such as solvency determination, value of the firm, security returns, security risk, and dividend policy. **Prerequisites:** NBP 502 and concurrent enrollment in NBA 500 or permission of the instructor.

**Business Law****NBA 510**

**Law of Business Associations.** First semester. Credit four hours.

This course is an introduction to the basic purposes and logic of the law as they apply to business enterprises and their operations. The fields of personal property, contracts, agency, partnerships, corporations, and real property are emphasized. A combination of text and case study is used. The course is required of all students in professional accounting and is strongly recommended for students where area of specialization is finance.

**NBA 511**

**Advanced Business Law.** Second semester. Credit four hours.

This course considers the law pertaining to bailments, sales, secured transactions, bankruptcy, negotiable instruments, insurance, and trusts and estates. Both text and case materials are employed. **Prerequisite:** NBA 510 or permission of the instructor.

**NBA 512**

**An Introduction to the Antitrust Laws.** Second semester. Credit one hour.

This course gives a brief look at the basic legal principles of the antitrust laws.

**NBA 513**

**An Introduction to Estate Planning.** Second semester. Credit one hour.

This course gives a brief view of the laws pertaining to wills, trusts, and estate and gift taxes, and their application to the estate planning process.

**Finance****NBA 515**

**Short-Term Financial Management.** Second semester. Credit two hours.

This course focuses on short-term financial management. Topics covered include cash management, banking relations, working capital management, the analysis and functioning of the money market, forecasting, corporate planning, balance sheet simulation, and various special topics in short-term international finance. The primary viewpoint assumed is that of the corporate treasurer. The use of quantitative methods is emphasized. **Prerequisites:** NCC 501, NCC 503, NBP 501, and NBP 502.

**NBA 516**

**Investment Management.** First semester. Credit three hours.

This course emphasizes portfolio theory, performance measurement, fundamental and technical security analysis, risk analysis, and security price formation. The focus of the course is on the application of financial theory, economics, management science, and information systems to the investment management process. A variety of quantitative techniques will be surveyed. The viewpoint assumed is that of an investment management organization. **Prerequisites:** NCC 500, NCC 501, NCC 503, and NBP 502.

**[NBA 517**

**Economics of Securities Markets.** First semester. Credit three hours. Not offered in 1977-78.

This course analyzes the institutions and operations of securities markets in the United States. Specific topics covered include (1) the analysis of the mechanisms by which securities markets bring buyers and sellers together, establish prices, and execute transactions; (2) the determinants of transactions costs; (3) the relationship between speculative activities and securities price movements; and (4) the behavior of stock market prices. Particular emphasis is given to the markets for corporate equities, and to the changes that are taking place in these markets as a result of the increasing role of financial institutions. Changes that are likely to take place as a result of efforts by the S.E.C. and Congress to promote the development of a

central market for corporate equities will be considered. **Prerequisite:** NBP 502 or permission of instructor.]

**NBA 518  
Financial Markets and the Management of Financial Institutions.** First semester. Credit three hours.

This course develops a unified framework for understanding financial intermediation. The course objectives are to analyze the sources, uses, and pricing of funds in the economy; to develop the theory of commercial banking; to investigate the similarities between commercial banks and other financial intermediaries; and to analyze the influence of risk in financial intermediation.

**NBA 519  
Seminar in Bank Management.** Second semester. Credit four hours.

This course is designed for the person who plans a career in banking or corporate financial management. Topics covered include loan pricing, bond portfolio management, international banking, people in banking, and career planning. The format of the course is an integrated combination of lectures, visits by bankers, case studies, seminar discussions, and a bank management simulation. Completion of this course should enable the student to take a "fast track" toward achieving bank officer status. **Prerequisites:** NBP 500, NBP 501, NBP 502, NBP 503, and NBP 518, or permission of the instructor.

**[NBA 521  
Seminar in Finance Theory.** First semester. Credit two or three hours. Not offered in 1977-78.

The course provides the theoretical background for advanced work in finance. Topics include the theory of

allocation of wealth and the role of financial markets under conditions of certainty. The students then proceed to consider financial decisions under conditions of uncertainty; the uncertainty problem leads to a study of utility and portfolio theory. Other approaches studied are the use of the mean-variance criterion for making investment decisions, the implications of the capital asset pricing model to financial decisions, and the use of multiperiod portfolio models.]

**Note:** Participation is limited to Ph.D. and selected master's degree candidates. Master's candidates taking the course are exempted from NBP 502 Corporate Financial Management and awarded three credit hours if they complete supplementary material.

**NBA 523  
Topics in International Financial Management.** First semester. Credit two hours.

This seminar will start midway through the semester. The viewpoint is that of an executive in a multinational corporation. Topics for discussion include the foreign exchange market, the Eurocurrency market, international capital markets and diversification, and cash management. Other topics based on the interests of the participants are explored, time permitting.

**Prerequisites:** NBA 516 (concurrent enrollment permitted) and NCE 505, or permission of the instructor.

**NBA 524  
Options, Bonds, and Commodities.** Second semester. Credit three hours.

The creation of the Chicago Board Options Exchange and recent academic developments have made the study of options a subject of increasing importance in

*Class projects are often done in groups rather than exclusively by individuals.*



the field of finance. The main emphasis in this course is on understanding the use and behavior of puts and calls. Consideration is given to the classification of convertible assets, hedging versus diversification, arbitrage conditions, and the derivation of an exact pricing formula. Attention is then turned to the effect of market imperfections, the results of empirical investigations, and the nature of institutional constraints. There is also a brief introduction to the investment aspects of bonds and commodity futures. **Prerequisite:** NBA 516 or permission of the instructor.

**NBA 525**

**Financial Management.** Second semester. Credit three hours.

To provide a useful understanding of financial management, emphasis in this course is placed on relations among the various sources and uses of funds and how choices among these sources and uses affect financial objectives. The approach is analytical rather than institutional. The course is designed to enable those who take it to recommend and evaluate investment, financing, and dividend policies for publicly held corporations.

**Note:** Students interested in finance should also consider the following courses in the School:

**NBA 504**

**Introduction to Taxation Affecting Business and Personal Decision Making**

**NBA 506**

**Financial Information Evaluation**

**NBA 510**

**Law of Business Associations**

**NBA 511**

**Advanced Business Law**

**NBA 512**

**An Introduction to the Antitrust Laws**

**NBA 513**

**An Introduction to Estate Planning**

**NCE 505**

**International Trade and Finance**

**NCE 524**

**Economic Evaluation of Capital Investment Projects**

**Marketing****NBA 540**

**Sales Management.** Second semester. Credit one hour.

The principal focus of this course is the sales branch of a corporation's marketing function. Major topics include sales force organization, selection and training of salesmen and first-line supervision, compensation plans, evaluation of sales force personnel, and sales forecasting. Most problems are considered from the viewpoint of a corporate sales manager. Extensive use is made of cases to examine different sales management issues. **Prerequisite:** NBP 500 or permission of the instructor.

**NBA 541**

**Marketing Research.** First semester. Credit three hours.

Marketing research is concerned with the identification of information needs for marketing decisions and the

subsequent data collection, analysis, and reporting techniques appropriate for various areas of application. Techniques include sampling, questionnaire design, experimentation, scaling, conjoint measurement, and multivariate data analysis. As part of the course requirements, groups of students conduct empirical studies on typical marketing research problems. **Prerequisites:** NCC 501 and NBP 500.

**NBA 542**

**Advertising Management.** Second semester. Credit three hours.

This course is designed to develop the student's ability to understand the communications process, to recognize advertising opportunities, to determine goals, to allocate advertising effort through the most efficient media, and to evaluate the effectiveness of this effort. Since this is a course in strategy, not tactics, discussions of copy, layout, art, and typography are omitted. Reading assignments stressing concepts and methodology are followed by cases that provide an opportunity for application of advertising principles. The course includes discussion of the consumer's behavior, the regulation of advertising, social and economic effects, advertising experimentation, and models. **Prerequisite:** NBP 500 or permission of the instructor.

**NBA 543**

**Marketing Strategy.** First semester. Credit three hours.

This course considers the role of product, pricing, promotion, and channel and physical distribution in the development of a firm's integrated marketing program. The contributions of marketing research and operations analysis are stressed. Cases are used extensively to evaluate and compare alternate courses of action. Students consider current marketing strategy problems of business enterprises. **Prerequisite:** NBP 500 or permission of the instructor.

**NBA 544**

**Marketing Practicum.** Second semester. Credit three hours.

This course is designed to provide students with an opportunity to work on actual marketing strategy projects. Student teams work on marketing decision problems drawn from various corporations. The teams plan and execute a major empirical research project. The results of this are translated into strategy recommendations to sponsoring firms. The teams make both written and oral presentations of their solutions to the class as well as to the sponsoring firms' marketing management. **Prerequisite:** NBP 500 and NBA 541.

**NBA 546**

**Marketing Decision Models.** Second semester. Credit three hours.

This course is directed to several topics in the application of management science models to marketing problems. Principal emphases are placed on understanding the nature and complexity of marketing decision areas, structuring marketing problems into analytical models, and evaluating the utility of existing models and associated measurements for marketing management. The course covers models in the four principal decision areas: product, pricing,

promotion, and distribution. **Prerequisite:** NBP 500 or permission of the instructor.

#### **NBA 547**

**Market Segmentation.** First semester. Credit three hours. Not offered in 1977–78.

Market segmentation is the two-stage process of dividing the market into meaningful consumer groups and creating specific market mixes for one or more of these segments so that profits are maximized. This course considers the normative theories of segmentation, the benefits to be derived from implementing a strategy of market segmentation, the present state of knowledge of the nature of consumer segments, research results in this area, and, finally, new quantitative and behavioral methodologies for bringing the concept of market segmentation to bear on the firm's product, promotion, distribution, and pricing decisions. Included in this last area are the topics of consumer attitude and preference models, product-space analysis, cluster analysis, and psychographics. **Prerequisite:** NBP 500 or permission of the instructor.]

#### **NBA 548**

**Industrial Marketing.** First semester. Credit three hours.

This course focuses on problems facing marketing management in industrial markets. While underlying marketing principles remain the same, industrial and consumer markets differ in many ways that affect the roles of product, promotion, pricing, and distribution in a firm's marketing strategy. The importance of the sales organization and an understanding of industrial buying behavior are stressed. Case discussions, lectures, and reading assignments are combined to identify the issues facing industrial marketers and to develop analytical approaches toward resolving them.

**Prerequisite:** NBP 500 or permission of the instructor.

#### **NBA 549**

**Consumer Behavior.** First semester. Credit three hours.

Broadly conceived, consumer behavior is the study of consumption choices. This course is designed to help the student understand consumer decision-making processes. While emphasis is on the individual consumer allocating resources among consumption choices, the industrial buyer is also considered. Relevant psychological and sociological theories are covered along with models of consumer behavior drawn from the marketing literature. Current research is analyzed from a managerial perspective with emphasis on developing effective marketing strategies. Students are expected to write a paper exploring some area of consumer behavior in depth. **Prerequisite:** NBP 500 or permission of the instructor.

#### **NBA 550**

**Special Topics in Marketing Management.** Second semester. Credit two hours.

This course examines the interrelationships among the functional areas in a corporation. The logistics and interactions of financial, marketing, and production decisions and their effects on profitability are analyzed through lectures and readings. Problems such as the impact of a marketing effort to increase market share on finance and production or the impact on marketing and finance of alternate production arrangements are covered. Lectures and class discussions are

augmented by group assignment presentations and guest speakers. **Prerequisites:** NBP 500, NBP 501, and NBP 502.

#### **NBA 551**

**The Structure of the Advertising Agency Industry.** Second semester. Credit two hours.

This course offers an overview of the structure of large advertising agencies. The focus is on the interrelationships between agencies and clients and on the internal structure of agencies. The topics covered include: the organization of large agencies and the work flow within them; agency reputation and the relationship of reputation to client dealings; financial arrangements with clients and media; the nature of relationships with clients and attempts to control such relationships; and potential and actual threats to the agency business.

### **Production and Operations Management**

#### **NBA 560**

**Problems and Techniques in Production Management.** First semester. Credit three hours.

Major economic decision problems in production management are examined. Various methods of analysis are used, including traditional intuitive rules, schematic models, and quantitative techniques. Problem areas considered include size and location choices, process and equipment selection, aggregate production planning and scheduling, production and inventory control, distribution systems, project control, assembly-line balancing, and sampling inspection and quality control. Techniques studied include calculus, linear programming and extensions, dynamic programming, computer simulation, critical path methods, heuristic programming, and statistical analysis. The emphasis is on the application of these techniques to the problems of an operating firm. Some cases are used to facilitate class discussion and to illustrate the uses and limitations of analytical models. **Prerequisite:** NBP 501 or permission of the instructor.

#### **[NBA 561**

**Case Studies in Production and Operations Management.** Second semester. Credit three hours. Not offered in 1977–78.

Case studies illustrating decision problems in production and operations management are analyzed with the use of techniques studied in prerequisite courses. Areas covered include aggregate scheduling, job-shop scheduling, equipment replacement, inventory and production control, and plant size and location. Students have team responsibilities for case analysis and presentation. Emphasis is placed on the awareness and resolution of difficulties encountered when one attempts to apply theoretical models to actual decision situations. **Prerequisite:** NBP 501 or NBA 560 or permission of the instructor.]

#### **NBA 562**

**Business Logistics Management.** Second semester. Credit three hours.

Business Logistics Management deals with moving materials to a productive facility, controlling the transformation of these materials into products, and distributing the products to customers. Topics include plant and warehouse location, selecting channels of distribution and modes of transportation, managing

overall material flow, managing large-scale inventory systems, and organizational structure. Case studies comprise one-third to one-half of the class sessions; cases are selected to represent different industries, situations, and use (or nonuse) of quantitative methods. Emphasis is placed on oral and written communication in the class; each individual has several chances to present an analysis of managerial problems. **Prerequisite:** NBP 501 or permission of the instructor.

**Note:** Students interested in this field may also elect courses NCE 562 Operations Research I and NCE 563 Operations Research II.

## PUBLIC ADMINISTRATION PROGRAM

### NPA 500

**Urban Government Operations.** Second semester. Credit three hours.

This elective course is designed for graduate students in public administration and related disciplines and qualified upperclass undergraduates who are preparing for involvement in urban affairs at national, state, and local levels, with private as well as public organizations. Its focus is on the responses that elected and appointed officials make to the opportunities and problems that face the urban community. Through examination of substantive and managerial issues, it attempts to develop the student's knowledge and convictions regarding governmental leadership, systems analysis, planning and evaluation, urban bureaucracy, resource development and allocations, as well as metrogovernment reorganization.

### [NPA 501

**Public Affairs Practicum.** First and second semesters. Credit three hours each semester. Not offered in 1977-78.

The purpose of this course is to provide students with the opportunity to apply their knowledge, concepts, and analytical tools to contemporary issues that challenge modern government. In the course, individuals or groups select field study projects to pursue in local public organizations and conduct research on these projects under the guidance of a faculty member and an individual within the organization under study. Members of the practicum meet weekly to discuss their field projects; exchange ideas and suggestions; secure additional tools needed for field investigations, data gathering, and analysis; and provide a forum for the presentation of field study reports prior to their submission to the organization being studied. Although one faculty member serves as coordinator, other faculty members participate in the course as field study advisers and resource persons.]

### NPA 502-503

**Economics and Public Policy Workshop.** First and second semesters. Credit three hours each semester.

The major purpose of this interdisciplinary seminar is to serve as a forum to bring together faculty and advanced graduate students throughout the University who are interested in the areas of applied economic analysis, political economy, policy analysis, public administration, and public policy. The seminar normally meets weekly throughout the year to consider papers by Cornell faculty and students and outside visitors.

Course credit for students will be based upon the preparation of a research paper under the direction of a member of the faculty and presentation of the paper to the seminar. **Prerequisite:** permission of the instructor.

### NPA 504

**Science, Technology, and Public Policy.** First semester. Credit four hours.

This graduate seminar deals with development and application of United States policies for science and technology. Emphasis is on federal policies, patterns of interaction between Congress and the scientific and technical communities, and the activities of such federal agencies as Office of Science and Technology, National Science Foundation, Department of Defense, HEW, and NASA. Specific consideration will be given to national science policy; policies for encouragement of technical innovation; and research and development for defense and space.

### NPA 505

**Public Financial Management.** Second semester. Credit three hours.

This course introduces the basic principles and actual practices of managing financial resources in public organizations and covers budgeting, public expenditure or cost benefit analysis, debt management, and taxation. It focuses on the application of theory to a range of financial decision problems facing public organizations in raising and managing financial resources.

### [NPA 506

**Politics of Decentralization and Local Reform (also Government 335 and 643).** First semester. Credit four hours. Not offered in 1977-78.

The course provides a comparative analysis of municipal and local government policies in Britain, France, and selected developing countries. The emphasis is on national-local linkage and the ways in which decentralization policies affect the power structure, economic planning, and representative government. The major efforts to reform urban, local, and regional planning and procedures since World War II are examined, and their effects are assessed.]

### NPA 507-508

**Integrative Seminar: Education for Public Management Program.** First and second semesters. Credit three hours each semester.

This seminar is designed primarily for the participants in the Education for Public Management Program (see p. 73). It attempts to increase the participant's understanding of, and convictions regarding, the interaction of policy, politics, and administration. The subject matter of the seminar is adapted to the interests of the particular EPM group and to the nature of the individual study programs. The seminar participants may consider not only specific policy and administrative topics, but also such fundamental government and social phenomena as individual freedom, impact of mass media, radicalism and dissent, executive-legislative relations, and intergovernmental cooperation. Readings from a wide range of sources complement oral and written presentations as well as discussions with practitioners and academicians from other parts of the University.

**[NPA 509**

**Bureaucracy and Democracy in Industrial Society (also Government 456 and 457).** First and second semesters. Credit three hours each semester. Not offered in 1977–78.

The course examines the consequences of policy formation and modern government bureaucracy for the expression and revision of democratic political values. Cases include the administrative process of Great Britain, Germany, Japan, and France, and involve policy formation in the areas of local government, education, labor relations, minorities, economic policy, and administrative reform. Students work with primary materials on administrative decision making in each case study, tracing its effects on democratic values in the society and, where relevant, the emergence of crises of authority from bureaucratic judgments. The fundamental argument is that the development of highly skilled, technical bureaucracies in the advanced industrial democracies has not relieved these societies from the periodic redefinition of authority in society.]

**NPA 512**

**Seminar in Public Systems Analysis.** Second semester. Credit three hours.

The subject matter in this seminar is different from year to year. Organized around significant problems of society, the subject matter involves a mix of technological, social, economic, and political considerations. Projects involving team efforts are emphasized and generally directed toward issues of urgent current interests. The course is normally closely coupled with some public agency that is interested in the results of the activity. Each course is organized around recognition of needs, problem definition, information gathering, formulation of alternate solutions, hypothesis testing, design, and evaluation. Typical problems could be from such areas as environmental quality, housing, health care, land-use analysis, or transportation. Small groups work on the problem using the whole range of problem-solving techniques. Problem solutions may include the design of a new institution, the preparation of a draft of new legislation, or recommendations for alleviation of a pollution hazard. The study can also include follow-up information systems for evaluation, correction, control, and implementation. Project activity culminates with the presentation of the students' results in a formal document and presentation to the interested public or private body.

**NPA 513**

**Administrative Law and Management.** Second semester. Credit three hours.

This course deals with the legal framework within which the public administrator works. Particular attention will be given to constitutional and legal limits on administrative discretion at the federal, state and local levels and the rights of citizens and groups to challenge administrative decisions. Substantial and procedural due process will be studied with respect to actions taken by various regulatory and auxiliary agencies. Class lectures and discussions will be supplemented by presentations by lawyers experienced in the administrative process.  
**Prerequisite:** NPP 500.

**NPA 514**

**The Economic Foundations of Public Policy.** Second semester. Credit three hours.

This course examines economic theory relevant to government activity. Topics covered include externalities and related market failures, industrial organization and antitrust policy, and taxation theory. A major purpose of the course is to explore the economic rationale for government intervention in the economy and the design of policy instruments for such intervention.

**NPA 515**

**The Politics of Technical Decisions I (also CRP 533 and Government 629).** First semester. Credit three hours.

This interdisciplinary seminar focuses on the increasingly significant role played by technical experts in formulating and implementing public policy decisions. The class examines the sources and characteristics of "the myth of technique," the changes in political structures and public attitudes that have accompanied the growth of expertise, and the diverse consequences of these developments on the quality of life and the democratic process in industrial societies. In the final section of the course, several alternatives to current decision-making procedures are explored. In addition to the weekly seminars, public administration students will meet separately to discuss related issues of interest to them.

**NPA 516**

**The Politics of Technical Decisions II.** Second semester. Credit three hours.

This research seminar on public policy builds directly on the material covered in NPA 515. Attention is focused on questions of public participation in policies for science and technology. Students are required to develop individual or group research projects focusing on specific cases. **Prerequisite:** NPA 515 or permission of the instructor.

**NPA 518**

**Public Administration Colloquium.** First and second semesters. Credit one hour each semester.

Presented biweekly during each semester, guest speakers from municipal, state, and federal government meet with public administration students for lectures and in informal discussion groups.

**NPA 521**

**Energy and Public Policy.** Second semester. Credit three hours.

This course deals with public policy, economic policy, and finance in energy-producing and energy-using industries. The use of analytical techniques, political constraints, and organizational realities will be investigated as they affect energy pricing, production, investment, and distribution decisions.

The following course, offered in the School of Industrial and Labor Relations, is recommended as an elective for public administration students:

**ILR 686**

**Collective Bargaining in the Public Sector.** First semester.

## HOSPITAL AND HEALTH SERVICES ADMINISTRATION PROGRAM

### [NHA 500

**Social Psychology of Health Organizations.** Second semester. Credit three hours. Not offered in 1977-78.

This course provides an introduction to the major issues and problem areas in health care that have important sociological and psychological dimensions. Major areas covered are social, cultural, and psychological factors in illness; the utilization of health services; the education of physicians; professionalization in medicine and issues of control; the patient-provider relationship; strategies for improving the patient-provider relationship; chronic and terminally ill patients; mental illness; quality of care in health organizations; the bureaucratic organization of hospitals; health and social priorities; and strategies for health care reform.]

### NHA 501

**Hospital Corporate Planning.** First semester. Credit three hours.

This course is designed for students interested in hospital management and health planning and aims to develop their knowledge, skills, and analytical abilities with regard to the planning and delivery of health services. The course begins with an overview of area health planning and its implications for hospital planning. The main focus is on the corporate planning process in hospitals and its relation to community and regional planning. The corporate planning process is viewed as an essential part of the hospital management responsibility with its emphasis on organizational and data requirements as well as the human-political dimensions of program planning and implementation. Students will prepare a hospital planning proposal.

### NHA 502

**Psychiatric Institutions: Administration and Practice.** Second semester. Credit three hours.

The purpose of this course is to review with the student the current perceptions of, and prescriptions for, psychiatric problems. This is accomplished by an explication of the histories and philosophies of the care and cure of patients, an exposition of clinical syndromes, and an examination of the contemporary forms of treatment and practice in their institutional settings—the mental hospital (public and private), psychiatric units in general hospitals, outpatient clinics, private practice, community mental health centers, and in-programs of prevention. The contributions of diverse sciences, technologies, and arts to the organization of theory and practice are emphasized throughout the course.

### NHA 503

**Sociopolitical Aspects of Community Health Services and Delivery.** Second semester. Credit three hours.

This course is designed to provide the student with an introduction to social and political theory and research useful for the planning and delivery of community health services. The course emphasizes two major areas. The first concerns the significance of sociocultural and social-psychological factors for the initiation and utilization of health services. Specific topics covered include disease and its interpretation, sick-role theory, volitional-stage patient behavior, and

the role of health care facilities and treatment patterns in bringing about behavioral change. The second major area emphasized in the course is that of the structure and dynamics of community decision making and planning. Key topics in this area are community power structures and pathways to social change. Particular emphasis is given to the interrelationship between abstract concerns and practical affairs. The organization of primary health services in England, Finland, Sweden, and the U.S.S.R. are described in the light of U.S. developments and issues in first-contact medicine and health services planning.

### NHA 504

**Legal Aspects of Hospital Administration.** Second semester. Credit two hours.

This course introduces those principles of the law that are specifically applicable to hospitals. Topics considered include the liability of hospitals and their staff and personnel for injuries to patients, medical records and disclosure of information, consent to medical and surgical procedures, responsibility for the patient's personal property, collection of bills, medical staff privileges, pharmacy, labor law, and confidential communications.

### NHA 505

**Health Services Research and Evaluation.** Second semester. Credit three hours.

The course surveys critically the research tools applicable to program evaluation in health and public settings. Topics include a review of basic issues in evaluation research, research design, problems of measurement, sampling, analysis of data, and the implications of evaluation research for health and social program planning.

### [NHA 506

**Health Economics.** First semester. Credit three hours. Not offered in 1977-78.

This course addresses a broad range of health care issues from an economic perspective. The issues are grouped into three major sections: the demand for health care, the supply of health care, and government health care programs. In the first section, the influences of income, price, insurance coverage, need, and other variables on medical care consumption are considered. In the second section, the relationships among supply and price of medical care, input productivities, factor markets, and incentives are analyzed. The final section brings together the demand and supply relationships and the theory of government activity in order to address the question of the role for the government in the health care arena.]

### NHA 507

**Health and Welfare Policy.** First semester. Credit four hours.

The major objectives of this course are the identification and analysis of salient ideological currents influencing the development of social policy in the United States and the construction of a framework for understanding and coping with complex policy issues. Health and welfare issues are seen as reflecting alternate solutions to the broader institutional problems of allocation (economics), control (politics), and normative behavior (morality). Because it serves to establish goal parameters and means of goal attainment, ideology is viewed as the main-spring force of institutionalized systems for the provision of health



*Richard Flanagan, vice president for finance at Western Union, shared his views on the business community following his guest lecture to a finance class.*

and welfare services. The basic tenet of the course is that health and welfare policy is deeply rooted in the value system of society. The development of interdisciplinary approaches for the explication of underlying assumptions and analysis of the consequences of policy alternatives is a key aim of the course.

**NHA 509**  
**Health Operations Management and Planning.** First semester. Credit three hours.

The course examines operational problems in the areas of hospital administration and comprehensive health planning. This includes project planning, patient-load forecasting and scheduling, facility staffing, quality control, inventory control, and regional allocation of health care resources. There is an emphasis on quantitative methods of addressing these problems. The goal is to supply the student with the rudiments of a few skills that are widely used, and to instill an understanding of the language, applications, and limitations of quantitative models. For the more quantitatively oriented student, a deeper study of mathematics is encouraged through extra assignments and/or readings. **Prerequisites:** NCC 501 and NCC 503 or the equivalent.

**NHA 510**  
**Seminar in Hospital Governance and Decision Making.** Second semester. Credit three hours.

Designed as an integrating "capstone" course for second-year students interested in hospital and health services administration, this seminar focuses on the management and delivery of health services from the institutional standpoint and attempts to develop the students' analytical and judgmental skills for decision making and communication through the analysis of complex operating problems and issues. Employing

written and live cases, the seminar explores a number of major topics, such as hospital objectives, governance, executive leadership, and developments in hospital organization and decision making.

**NHA 511**  
**Field Studies in Health Administration and Planning.** First and second semesters. Credit variable.

Students interested in developing administrative and program planning research skills will be given an opportunity to evaluate an on-going phase of health care agency activity in the light of sound administrative practice and principles of good medical care. In planning and carrying out the research, students work closely with a skilled practicing administrator and with B&PA faculty.

**INHA 513**  
**Health and Social Services Organization and Planning.** Second semester. Credit three hours. Not offered in 1977-78.

The course describes and analyzes the relationship between personal health services (somatic and mental) and personal social services (social work, home help, and residential and custodial services) in the light of new policy directions. These policy directions include the dehospitalization of treatment of the long-term ill, the redistribution of resources from high-technology, hospital-based services to low-technology, community-based services, and the revival of primary care. Among the underlying factors considered are the aging of the population, changing disease patterns, and the cost effectiveness of modern medical technology. Major emphasis is also given to the political and administrative constraints which condition the opportunities for effective program coordination and planning between health and social services. The experiences of other highly developed countries

(Sweden, Finland, Great Britain, and the U.S.S.R.) are considered to help illuminate policy and planning options in the U.S. with respect to long-term care and community-based health and social support services.]

**NHA 514****Washington Health Policy Field Seminar.**

Intersession between first and second semesters. Credit one hour.

This seminar involves fieldwork undertaken in Washington, D.C. Before going to Washington, students must complete a selection of readings including background information on the structure and functioning of organizations involved in formulating health policy as well as information on pending health legislation and actions. The time spent in Washington is allocated to a series of meetings and seminars with members of Congress and staff serving on important health committees, spokesmen for key professional lobby groups such as the American Hospital Association and American Medical Association, consumer interest groups, high-ranking health officials representing the administration, and program administrators in HEW. Upon returning to campus, students are required to complete a paper integrating the background material and the field exposure within the framework of a policy analysis. **Prerequisite:** NHP 500 or permission of the instructor.

**NHA 515****Cornell Medical Center Seminar in Hospital Management.**

Intersession between first and second semesters. Credit one hour.

This seminar is taught and coordinated by the director and assistant director of The New York Hospital-Cornell Medical Center in New York City. The seminar provides students with an exposure to hospital and health management practice, both at the institutional level and at the community level. An opportunity is also provided to acquire some insight into the problems of health services planning and delivery in major metropolitan areas based on visits with New York City health officials and visits to neighborhood health centers, methadone treatment clinics, municipal hospitals, etc. Before the end of the first semester, a list of readings is distributed to prepare students for the seminar and field visits. Upon returning to the campus, students are required to complete a paper integrating classroom instruction in management and planning theory with the field experiences. **Prerequisite:** NHP 500 or permission of the instructor.

**COMMON COURSE ELECTIVES****Accounting****NCE 500****Fund Accounting.** Second semester. Credit one hour.

In this course, basic accounting concepts are applied to the problems and institutions of the public, not-for-profit sector. **Prerequisite:** NCC 500. It is also recommended that the student have had one other accounting course.

**International Business, Development, and Economics****NCE 505**

**International Trade and Finance.** Second semester. Credit three hours.

This course is divided into three major sections. The first two, "International Trade: Theory and Policy" and "International Finance: Theory and Policy," deal with issues at the national or global level. The first section examines the rationale for international trade, and the arguments for various protectionist policies and their effects while the second section examines the operation of the foreign exchange market, the balance of payments, and the mechanisms by which the balance of payments is equilibrated under regimes of fixed and flexible exchange rates. The third section of the course, "International Monetary Management," deals with international trade and finance from the perspective of the firm and considers such topics as exchange risk management, the accounting treatment of foreign operations, and international taxation.

**Prerequisite:** NCC 502 or permission of Instructor.

**NCE 507**

**American Business Operations Abroad.** First semester. Credit three hours.

This is an introductory course to the multinational business firm. It surveys the various administrative, political, and economic consequences of American firms operating in Europe and in the Third World. Among the specific topics discussed are the following: administrative and bureaucratic characteristics of American overseas business; personnel policy and labor relations; the impact of United States domestic legislation on direct foreign investment, including tax and antitrust policies; and the interaction of American business with host governments. In addition to general texts and more popular references, students will read parts of selected congressional hearings. **Prerequisite:** graduate standing.

**[NCE 508**

**Administration of Public Operations Abroad (also Government 537).** Second semester. Credit three hours. Not offered in 1977-78.

This course looks at how United States foreign policy is administered. All of the major foreign policy agencies will be studied, including the Department of State, Department of Defense, the CIA, and AID. Among the topics considered are those covering foreign policy decision making within the executive branch; secrecy and the public's right to know; executive accountability to the legislature for foreign policy; military and industrial relationships; and bureaucracy in the foreign policy establishment. Official documents and other primary sources will be used in addition to contemporary texts and references. **Prerequisite:** graduate standing.]

**NCE 510**

**Seminar on Development Administration.** Second semester. Credit three hours.

This seminar deals with the role of government and public administration in the social and economic development of modernizing societies; the development of administrative capabilities and institutions and the behavior of public bureaucracies in a comparative perspective; and the shaping, management, and evaluation of action programs designed to achieve economic growth, social change, and increased public participation.

**[NCE 512**

**Science, Technology, and Development.** Second semester. Credit four hours. Not offered 1977-78.

This course analyzes the role of science and technology in the development strategies of low-income countries. It deals with criteria, processes and implications of public choice for appropriate technologies, manpower development, institution building, allocation of research and development resources, and channels for the transnational transfer and adaptation of technologies, including foreign assistance, multinational corporations, and scientific cooperation. It focuses on policies and programs designed to strengthen indigenous scientific and technological capabilities and apply them to national development.]

**NCE 514**  
**Administration of Agricultural and Rural Development (also Government 692 and International Agriculture 603).** Second semester. Credit three hours.

An intercollege course designed to provide graduate students with a multidisciplinary perspective on the administration of agricultural and rural development activities in developing countries. The course is oriented to students trained in agricultural and social sciences who are likely to occupy administrative roles during their professional careers.

**Note:** Students should also consider course offerings in the international area available in other units of the University, among them:

Department of Economics:

**525**  
**Economic History of Latin America**

**561-562**  
**International Trade Theory and Policy**

**565**  
**Economic Problems of Latin America**

**567**  
**Comparative Economic Systems: Soviet Union and Europe**

**571**  
**Process of Economic Development**

**572**  
**Process of Economic Development**

**674**  
**Economic Systems**

Department of Government:

**181**  
**Introduction to International Relations**

**355**  
**From Politics to Policy: The Political Economy of Choice**

**Managerial Economics and Economic Policy**

**NCE 524**  
**Economic Evaluation of Capital Investment Projects.** Second semester. Credit one, three, or four hours.

This course is intended to provide students with a reasonable background for estimating the economic value of proposed capital investment projects. Project

evaluation from the point of view of a business firm is emphasized although most of the techniques considered are applicable to nonprofit organizations (such as hospitals and universities) and to governments. The problems associated with making capital budgeting decisions under conditions of uncertainty will receive particular attention. A term paper is required to receive three credits. For the term paper, students are encouraged to analyze a real capital investment project, but other topics are possible. **Prerequisites:** NCC 501 and NBP 502 or permission of the instructor.

**NCE 527**  
**American Industry, Economic Analysis, and Public Policy.** First semester. Credit three hours.

This course applies economic analysis to conditions found in American industry. Public policies required to assure the acceptable market performance for an industry are developed and discussed. The policies are discussed both from the standpoint of the manager (how to respond to a given policy such as antitrust) and the policymaker (policy formulation). Case analysis and class discussion are emphasized.

**Note:** Students interested in managerial economics should also consider the following courses in the School:

**NBA 517**  
**Economics of Securities Markets**

**NBA 518**  
**Financial Markets and the Management of Financial Institutions**

**NCE 505**  
**International Trade and Finance**

**Note:** Students should also consider courses in economics offered by other units of the University such as:

Department of Economics:

**519-520**  
**Quantitative Methods**

**535**  
**Public Finance: Resource Allocation**

**538**  
**Macroeconomic Policy**

**551**  
**Industrial Organization**

**552**  
**Public Regulation of Business**

**561-562**  
**International Theory and Policy**

**572**  
**Applied Economic Development**

**642**  
**Labor Economics**

**651-652**  
**Industrial Organization and Regulation**

Department of Agricultural Economics:

**450**  
**Evaluating Resource Investment and Environmental Quality**

650

**Economic Analysis of Public Policy**

710

**Econometrics I**

711

**Econometrics II****Organizational Behavior and Personnel****NCE 540****Organization Theory and Behavior.** First semester. Credit three hours.

Theories and empirical research on human behavior in business, public, and medical care organizations are studied, and their management applications are explored. Problems of internal structure are examined, such as specialization and division of labor, hierarchy and authority, informal organization, and structural variations in organization. Dynamics of organizational behavior are also treated under such topics as leadership and supervision, motivation and the social structure of work groups, and communication and control processes. The course is presented through readings and through discussion of theory and empirical research. Cases will be used extensively.

**NCE 541****Personnel Administration and Human Relations.**

First and second semesters. Credit three hours each semester.

*Guests tour the new Malott annex during the dedication ceremonies, January 7, 1977.*



The objective of this course is to develop an understanding of the policies, methods, and techniques used in personnel management and human relations as management functions. Specific attention is given to problems of recruitment, selection, training, compensation, motivation, communications, service and benefit programs, performance evaluation, management by objectives, negotiations, safety, discipline, and community relations. The capacity to analyze problems, select the most effective means of dealing with them, and plan appropriate courses of action is developed through case examples. Attention also is given to analysis of trends in personnel management. This course is open only to graduate students.

**[NCE 542****Processes and Techniques in Organizational Development.** Second semester. Credit three hours. Not offered in 1977-78.

Organizational development as a field integrates many of the older theories of change in organizations with modern experiential techniques deriving from the T-group and its descendants. This course attempts to help students develop five competence areas related to working in organizational development: personal insight, interpersonal skills, analytic techniques, analytic skills, and tool kits. Activities include ordinary classroom work, experience-based exercises with videotape feedback, and practical work in a local organization. **Prerequisite:** a basic course in organizational theory.]

**[NCE 543****Organizational Behavior and Administration.** First semester. Credit three hours. Not offered in 1977-78.

Cases, concepts, and research findings in organizational behavior and administration are covered in this course. Human problems in administration, methods of diagnosing situations, group behavior, intergroup reactions, and organizational change are analyzed. This course is open only to graduate students.]

**NCE 545****Seminar in Organization Theory.** Second semester. Credit four hours.

This seminar involves the intensive exploration of a selected aspect of behavior in complex organizations. The aspect to be studied this year is that of presentation of the self in general, interpersonal, and work situations. Class participation is expected of all, with students responsible for much of the actual teaching of the seminar. The instructor will serve mainly as a resource person and coordinator. Admission is by signed permission of the instructor only.

**Note:** Students interested in this field may also elect NHA 502 Psychiatric Institutions: Administration and Practice.

**Quantitative Analysis****NCE 560****Applied Probability (also Operations Research and Industrial Engineering 660).** First semester. Credit four hours.

This course deals with definitions of probability and basic rules of probability theory, random variables, probability distributions, and expected values.

Included are important special distributions and relations among them, and elementary limit theorems. Stochastic processes and Markov chains are introduced, and their applications in the construction of mathematical models for administrative decisions are considered. **Prerequisite:** calculus. (**Note:** This course may be substituted for NCC 501 in the core requirements.)

**NCE 561**  
**Applied Statistics (also Operations Research and Industrial Engineering 670).** Second semester. Credit four hours.

This course includes a review of distribution theory of special interest in statistics — normal, chi-square, binomial, Poisson, t and F — as well as an introduction to statistical decision theory, sufficient statistics, the theory of minimum variance unbiased point estimation, and maximum likelihood and Bayes estimation. Basic principles of hypotheses testing, including the Newman-Pearson lemma and likelihood ratio principle, and confidence interval construction also are studied.

**NCE 562**  
**Operations Research I (also Operations Research and Industrial Engineering 622).** First semester. Credit three hours.

This course deals with model design, methodology of operations research, linear programming, the transportation problem, the assignment problem, the dual theorem, parametric linear programming, integer

programming, nonlinear programming, dynamic programming, and introduction to inventory theory. Emphasis is placed on comprehensive problems and case studies.

**NCE 563**  
**Operations Research II (also Operations Research and Industrial Engineering 623).** Second semester. Credit three hours.

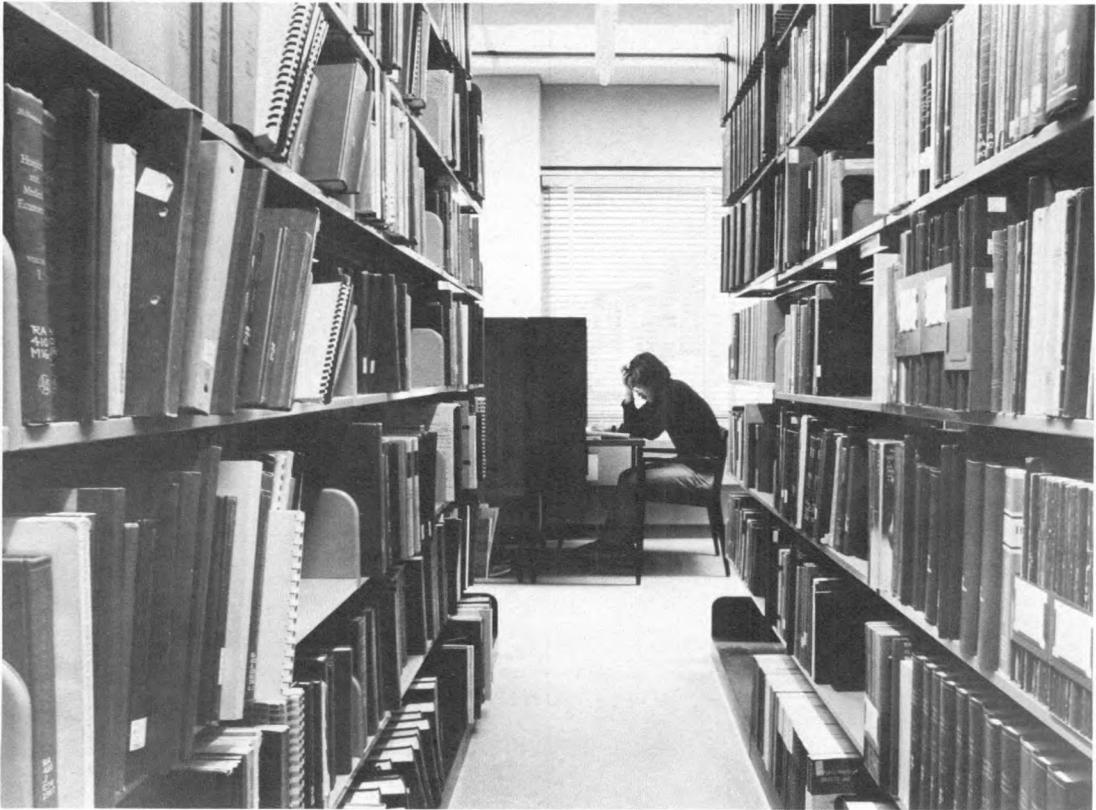
This course deals with decision making under risk and uncertainty, game theory, reliability theory, replacement theory, queuing (including standard birth and death processes and nonstandard models), applications of queuing theory, models for production and inventory control, and simulation models. Operations Research I and II are not expected to provide an exhaustive treatment; rather they will examine the broad range of operations research problems and the standard techniques used to approach them. **Prerequisite:** NCE 560 or permission of the instructor.

**[NCE 564**  
**Multidimensional Measurement and Scaling.** Second semester. Credit three hours. Not offered in 1977–78.

This seminar introduces the student to techniques for measuring and analyzing perceptions, attitudes, and preferences leading to behavior. In addition to covering current linear multivariate models and nonmetric methods for scaling and data analysis, directions for new research in the field are explored. Potential applications in social and life sciences are discussed.

*Seminars give students and faculty an opportunity for a close exchange of ideas and opinions.*





*Eastwick Library, part of the Cornell system of libraries, provides eighty-eight carrels, open throughout the year to individuals needing a private work area in the library.*

The participants are required to design and implement a viable research project. In addition, every student is required to prepare a proposal for a research design and analysis of any substantive problem of particular interest. **Prerequisite:** permission of the instructor.]

#### **[NCE 565**

**Statistical Inference in Managerial Decisions and Research.** Second semester. Credit three hours. Not offered in 1977–78.

This course emphasizes the classical approach to statistical methodology. The course covers in some detail the topics of testing hypotheses, multiple regression, time-series analysis, and various nonparametric methods of inference. It is oriented toward applications of these methods in several areas of decision making and research including problems in the not-for-profit sectors of the economy. Doctoral students electing this course are given special readings and assignments designed to improve their competence in applying research methodology.]

#### **NCE 566**

**Management Science.** First semester. Credit three hours.

The course examines methods of constrained optimization in decision making. Included is an in-depth treatment of linear programming and special

types of linear programming problems, such as transportation, assignment, mixing/blending, and production scheduling problems. Emphasis is on applications in both the public and private sectors. The course also deals, in less detail, with goal programming, integer programming, nonlinear programming, and some applications of these techniques. The mathematical programming computer package, MPS/360, is utilized for project work. Satisfactory completion of this course and a passing mark on the computer programming competency examination will satisfy the NCC 503 core requirement. **Prerequisites:** calculus, computer programming, and at least a cursory knowledge of matrix algebra.

#### **Information Processing**

##### **NCE 570**

**Introduction to Management Information Systems.** First semester. Credit three hours.

The first part of this course focuses on data base management topics such as file structure, searching and sorting, and data retrieval. To illustrate these points, the student will be given programming assignments in the ASAP language, a management oriented data retrieval language. The second part of the course considers the methodology of information systems design and the organizational impact of

information systems. **Prerequisite:** NCC 503 or permission of the instructor.

## General

### NCE 580

**Seminar in University Administration.** Second semester. Credit two hours.

This course is intended for those who have an interest in the broad aspects of university administration. Topics include financial policies, budgetary processes, endowment strategies, admissions and financial aid, salary levels, and governance procedures.

### NCE 581

**Management Writing.** Second semester. Credit three hours.

The aim of this course is to teach students to write clear, well-organized prose. Students begin the course by writing a number of one paragraph memos and close with long reports. Although students attend one lecture each week, the basis of the course is the tutorial method.

### NCE 582

**The Role of Multinational Corporations in a Developing Economy: Ecuador.** Second Semester. Credit three hours.

During the January intercession, twenty B&PA students spend two to three weeks studying American-based multinational businesses in Ecuador. Interviews are held with prominent American and Ecuadorian businessmen, government officials, trade union leaders, and newspaper editors. Students are selected during first semester and are required to attend predeparture seminars in October and November. Seminar papers are prepared during the second semester. The total cost of travel, housing, and miscellaneous expenses are borne by each student.

## Research

### NMI 500, or 501, or 502, or 503

**Directed Reading and Research.** First and second semesters. Credit hours are adjusted to the work load assumed by the student.

Research of special interest to the student is carried on under the supervision of staff. Registration is limited to students who have the approval of their advisers and of the faculty members involved.

### NMI 510

**Investment Analysis: Language Model Building Lab.** First semester. Credit one hour.

This course is designed for the student who is interested in solving complex, real-world problems in financial or investment analysis. Many such problems cannot be realistically treated without building a computer model of them. The financial analyst, however, is rarely trained well enough in the language

of computer programming or statistics to program these models; nor can he afford the time to acquire this training. Delegating the problem to programmers who do understand computing, but who do not understand the financial problem usually results in failure or excessive time delays and costs. The Investment Analysis Language (IAL) taught in this course is a high-level, modular system which allows the financial analyst with only a minimum of computer training to program his or her own problem. **Prerequisite:** NCC 500, NCC 501, NCC 502, and NCC 503.

### NRE 503

**Doctoral Seminar in Business Administration.** First semester. Credit three hours.

The objective of this seminar is to cover the value and terms of speculative contracts and the efficiency of speculative markets. The similarities among various speculative contracts are stressed. Specific topics discussed include basic efficient market theory, commodity contracts, treasury bill futures, foreign exchange evaluation, and option pricing. Each student conducts a research project.

### NRE 941

**Strategies for Organizational Research.** Second semester. Credit three hours.

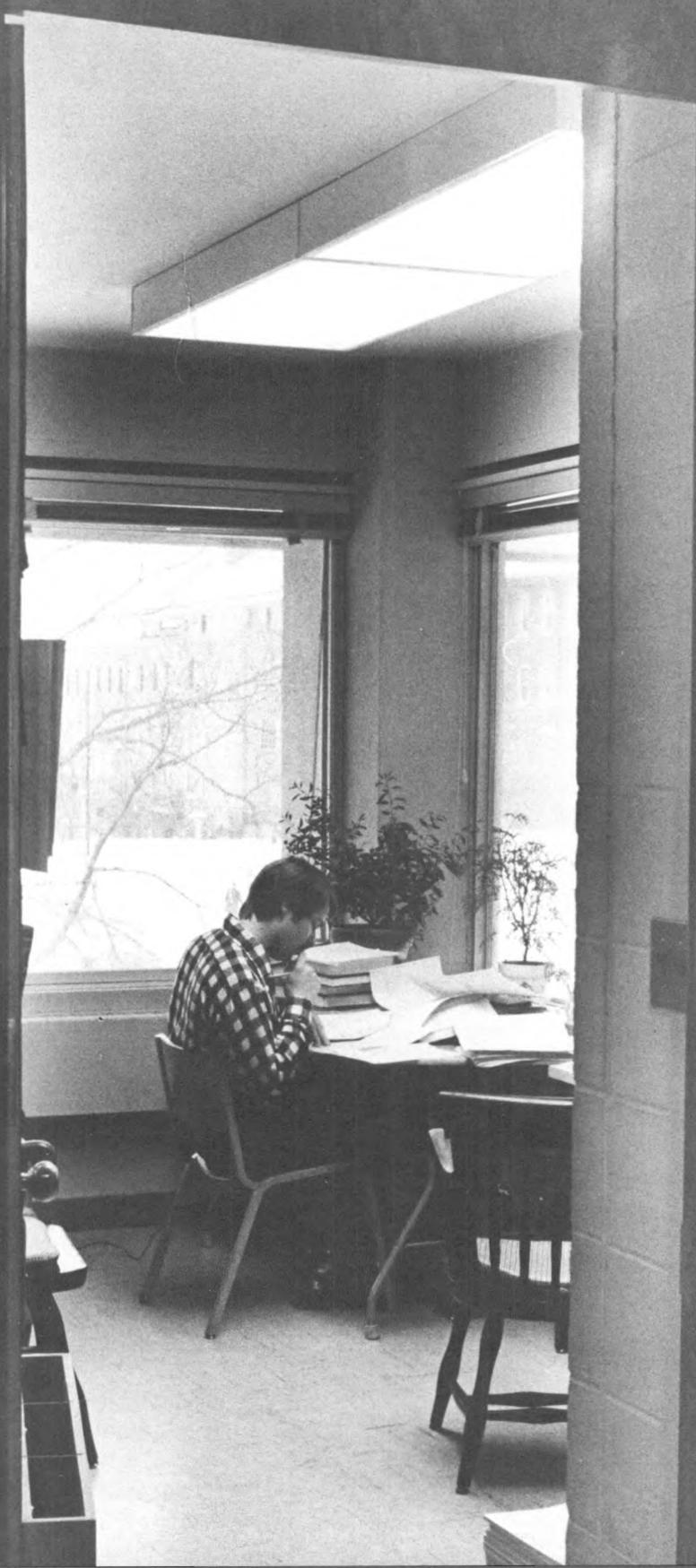
Students are exposed to a variety of enquiry strategies that are especially appropriate for rendering the field of organizational theory more empirical. Strategies examined include realistic simulation, unobtrusive measures, tempered naturalness in field settings, field experiments, naturalistic observation, case studies, dialectical enquiry, nonteleological thinking, and thick description. Sample studies using each strategy are critiqued and redesigned using one or more strategies not adopted by the original author. The course is designed to develop an understanding of issues of evidence for those who will be consumers of this evidence as well as for those who will produce.

### NRE 942

**Social Psychology of Organizing.** First semester. Credit three hours.

This course examines systems theory from a psychological and evolutionary perspective. The intent is to acquaint students with psychological concepts and ways of thinking that permit analysis of complex social units. Concepts such as overload, stress, equity, casual mapping, ambivalence, loose coupling, cognitive dissonance, and cybernetics are examined for their relevance to the general theme that organizations are more usefully viewed as processes than as structures. Exercises provide students with experience in applying concepts covered to their own organizational experiences. The course does not give explicit information about how to manage an organization; it does provide alternative ways to make sense of what happens in organizations.

504



# VII. Doctoral Program and Research Activities

## Doctoral Program

### APPROACH AND CONTENT

The requirements for the Ph.D. degree are established and administered by the Graduate School of Cornell University. Business and Public Administration is one among a number of fields of study offered by the Graduate School. For more information, a prospective student should therefore obtain the *Announcement of the Graduate School* from the Graduate School, Cornell University, Sage Graduate Center, Ithaca, New York 14853.

Studies for the Ph.D. degree in the Field of Business and Public Administration are designed to prepare candidates for careers in teaching and research. The objective is not simply to take a number of required courses but rather to develop the deep understanding of the field essential to the advancement of knowledge. Candidates for the Ph.D. degree in the Field of Business and Public Administration select a major subject in this field and two minor subjects from related fields. The student selects faculty members to represent these subjects and to direct their studies.

### ADMISSIONS AND FINANCIAL ASSISTANCE

Applications for admission to the doctoral program should be made on the forms of the Graduate School of Cornell and should be sent to the Graduate School, Cornell University, Sage Hall, Ithaca, New York 14853. They should clearly indicate in the appropriate place a major interest in the Field of Business and Public Administration. All applicants, whether from the

United States or abroad, are required to take either the Graduate Record Examination (Aptitude Test) or the Graduate Management Admission Test (GMAT). In addition, those students whose native language is not English must take the Test of English as a Foreign Language (TOEFL). These tests are given several times a year in the United States and abroad. For information about the examinations, candidates should write to the Educational Testing Service, Princeton, New Jersey 08540.

Eligibility for admission is determined on the basis of an applicant's academic record, the suitability of prior work for the intended program, career objectives, test scores, and the opinions expressed in letters of recommendation. Students having strong undergraduate preparation in one or more of the social sciences can proceed directly to graduate work but may have to take some basic courses from the master's degree programs. Candidates with undergraduate work in business or public administration may be prepared to enter the doctoral program, but they will often be required to develop a more adequate foundation in the social sciences. Thus, although preparation for graduate study in one's proposed major and minor subjects is necessary, having a master's degree, while common, is not essential.

The School has funds available for the support of Ph.D. candidates through fellowships and assistantships. These are awarded on a competitive basis to both new and continuing candidates, with renewals based on the student's academic performance. Support will continue for three or four years if the candidate continues to make satisfactory progress as evaluated by his or her Special Committee. (Students with master's degrees are supported for three years; students with undergraduate

degrees for four years.) In addition to the fellowships and assistantships offered by the School, a few University fellowships and scholarships are available and are awarded in a general competition which closes on February 1. Applicants interested in fellowships should apply by that time. Further information on admissions and financial aid may be secured by writing to the Director of the Doctoral Program, Graduate School of Business and Public Administration, Cornell University, Malott Hall, Ithaca, New York 14853.

## REQUIREMENTS

All doctoral students are assigned a temporary committee composed of faculty from their major areas of interest. It is the purpose of these committees to meet with candidates as soon as possible after their arrival on campus to help them begin their programs. Students are asked to form their own Special Committees during their first semester at Cornell.

A comprehensive examination is given on the major and minor subject areas after the candidate has had adequate preparation, ordinarily after completion of four terms of residence for students with master's degrees and six terms for those with bachelor's degrees. The comprehensive examination is always given in two parts, written and oral. A thesis is required and is prepared under the direction of the chairperson of the Special Committee. After a manuscript has been approved in substance by the Special Committee, an oral thesis examination is given.

The thesis typically takes a student one full year of work. Hence a student with a master's degree should expect to complete the Ph.D. degree program in three years. A student without a master's degree should expect to take four years.

A Ph.D. candidate may be required to demonstrate proficiency in one or more foreign languages. The language or languages, if any, and the degree of proficiency are determined by the student and his or her Special Committee. These decisions are based on the potential usefulness of the language to the student in research and future scholarly activities. Most students have no language requirement.

A minimum of six terms of full-time residence beyond the bachelor's degree is a requirement for the Ph.D., but under certain circumstances residence credit may be received in whole or in part for graduate work done elsewhere for the M.B.A. or M.P.A. degree, or in other relevant graduate programs. Such transfer of credit may be allowed by the Graduate School on

recommendation of a student's Special Committee after matriculation. A maximum of two terms credit may be granted.

## MAJOR AND MINOR SUBJECTS

The Field of Business and Public Administration is interested primarily in applied areas of research. However, solving applied problems usually requires a strong background in a disciplinary field. Acquisition of this discipline will enable the doctoral graduates of this school to engage in scholarly research throughout their careers. Therefore, the majors and the minors in the field are segregated into two groups: *Group 1* — disciplinary areas relevant to managerial problems; *Group 2* — areas of application.

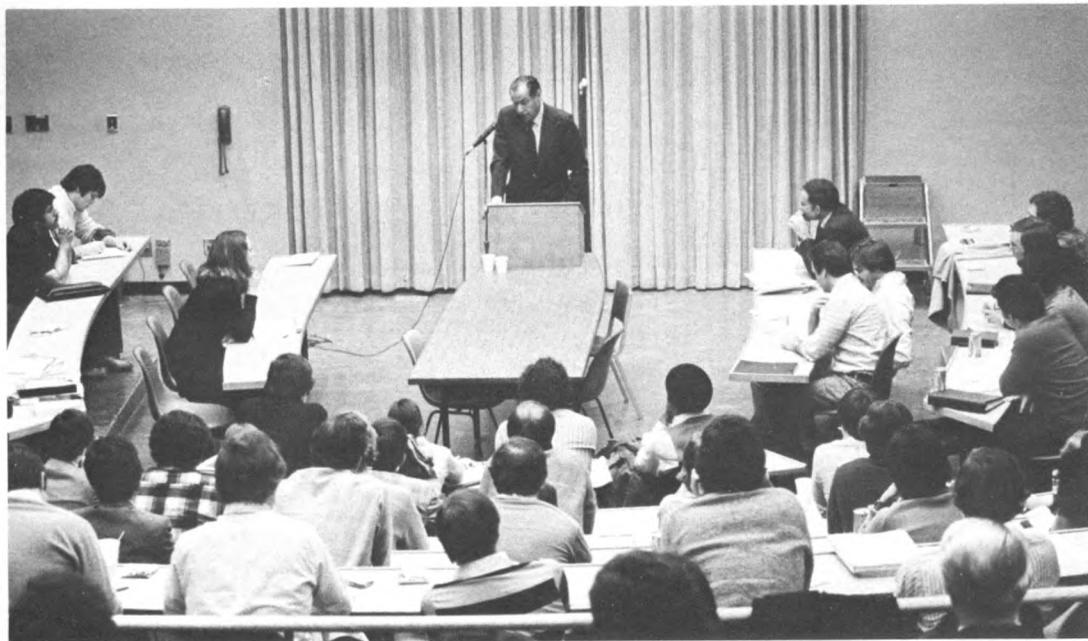
The major subject must be selected from either Group I or Group II below. The first minor must be selected from the group not used for the major, with exceptions as indicated.

Some candidates electing a major subject in Group II may wish to take a first minor in a basic discipline offered in another field of the Graduate School. This is permitted whenever the proposed discipline meets the test of being a basic discipline reasonably related to the student's major subject. Also, some candidates electing a major subject in Group I may wish to take their first minor in an applied subject offered in another field. This is also permitted where the candidate can demonstrate that the choice is relevant to career objectives. In order that administration of these exceptions be uniform, all substitutions in Groups I and II must be approved by the director of the doctoral program.

The first minor must be relatively extensive and demands a level of competence equivalent to that expected of majors. The second minor may be selected from the subjects below or from another field. If the first minor is taken in this School, a student may be encouraged to take the second minor outside the School, provided that this second minor is relevant to the program.

Candidates for advanced degrees with majors in other fields may elect minors in the Field of Business and Public Administration, provided that they have sufficient preparation to do the graduate work involved. Twelve to fifteen hours of course work are usually required of minor students in the field, depending on whether they are candidates for a master's degree or a Ph.D., and on the extent of their prior preparation.

A short description of the major subjects in the Field of Business and Public Administration follows:



Walter Wriston, chairman of CITICORP, spoke to the Cornell community as part of the Executive Forum series sponsored by B&PA throughout the academic year.

### Group I

*Managerial Economics.* Economic analysis for decision making. A candidate may study the problems of the total economy, of industries or of a firm, and may do so within the context of any particular study area, such as international economic relations, economic development, business-government relations, money and banking, investment project analysis, or transportation. The student is expected to develop a thorough grasp of relevant economic theory and institutions and a basic understanding of both qualitative and quantitative analysis.

*Organizational Theory and Behavior.* Social and behavioral science in the study of human behavior in organizational settings. The major concern is with regularities, differences, and relationships in human behavior directed toward purposeful ends. Systematic observation, theoretical analysis, and empirical investigation are stressed. A fundamental grounding in at least one of the basic behavioral disciplines is required.

*Quantitative Analysis for Administration.* Modern developments in the uses of mathematical and statistical tools and computer technology for the solution of managerial problems, including decision making under uncertainty. (May not be taken together

with production and operations management as major and first minor.)

### Group II

*Accounting.* The theory and practice of developing financial data to allow management to control and plan the development of the enterprise and to allow others to appraise its financial condition.

*Business Policy.* The business corporation, particularly the strategy developed to meet various major problems, both internal and external to a firm. A substantial knowledge of the functional areas of marketing, production, finance, personnel and labor relations, and of accounting and control is essential.

*Finance.* The financial structures and requirements of corporations and the problems of developing and maintaining a sound financial condition. It also deals with the influence of the behavior of financial markets of various types, and the influence of public policies at home and abroad on these markets and on corporate finance. A knowledge of accounting is essential.

*Business and Public Policy.* The three-way relationship among individuals, business firms, and government, with emphasis on either the United States or a foreign area. A substantial knowledge of the political and economic



*Facilities in Malott Hall link the user to the principal computer, IBM 370 Model 168, used at Cornell.*

background of public policies is essential. Emphasis is placed on the impact of public policies and regulation on business and the impact of business policies on government. The problems of developing socially desirable policies in both the public and private sectors are also stressed.

*International Development.* The problems of creating and managing effective public and business institutions in developing parts of the world, with special emphasis on problems of administration, public and private, both indigenous and American, in such areas. A good background in one or more of the basic disciplines of economics, government, sociology, or anthropology is highly desirable.

*Marketing.* Application of analytical tools derived from economics, psychology, sociology, and operations research in the development of operational and policy aspects of marketing.

*Transportation Economics and Policy.* The economics of an important business function influencing the geographical structure of economic life, and of the associated problems of carriers, shippers, travelers, and governments.

*Medical Care Organization and Administration.* Complex problems of public policy and

administration associated with the organization, financing, and delivery of personal health services. Health systems are studied using a systems framework. Public and private health care arrangements are examined at micro and macro levels.

*Production and Operations Management.* Major economic decision problems involved in production and operations management. Various analytical techniques are used, and their effectiveness and limitations are explored.

*Public Administration.* Interdisciplinary study of governmental policies, policy formulation, power relationships, administrative behavior, basic management functions such as personnel and finance, and the broad environment of public affairs. The student is expected to gain competence in bureaucratic and organizational theory, and in the methods of the social sciences.

*Administration of Higher Education* (minor subject only). The use of behavioral, economic, and quantitative methods of analysis and of such applied subjects as accounting and finance in dealing with the problems peculiar to the large American university.



*A guest speaker of the Executive Forum series, Klaus Jacobs, president of the European-American Bank, presented issues in international banking.*

## Research Activities

Through its research activities the School seeks a combination of related objectives: the advancement of basic knowledge, the utilization of that knowledge in teaching programs, and the further encouragement of both faculty and graduate students in the use of research in management settings.

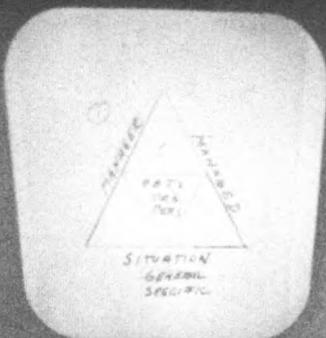
The School engages in both theoretical and empirical studies of private and public organizations. Theoretical research is directed toward developing new theories or broadening the existing theories of managerial and economic behavior and decision making. In empirical research, management problems faced in several organizations are abstracted; appropriate analytical or behavioral models are then developed to describe or solve the problems; and, finally, models are tested and validated in relation to empirical data. This approach not only breaks new ground in management research, but also provides a foundation for research theory.

Research studies at the School have included a large-scale analysis of how accounting information is processed; effects of inflation on the behavior of security prices; simulation of utilization of hospital beds; experimental and financial evaluation of alternative pricing systems

on the utilization of electric energy; study of the price-quality relationship; an inquiry into the processes of subjective evaluation of multiattributed decision alternatives; and analysis of methods of dealing with multiitem, multilocation production-distributions systems.

Other current research efforts concern the development of capital budgeting in both business and government; the development of concepts and methods of managerial accounting; work on the factors influencing direct foreign investments; economic and behavioral analysis of the effects of advertising; alternative approaches to market segmentation; the application of multidimensional scaling to marketing problems; the study of efficient capital markets; economic analysis of coinsurance in health; the study of executive personality; the economics of the energy industry; studies of organizational structure; and work on the integration and use of findings in the behavioral sciences in organizational activity.

The School maintains close associations with Cornell offices and departments concerned with social and organizational research, particularly the Office of Computer Services. Ph.D. students are strongly encouraged to take advantage of courses offered through other departments and schools, particularly those of psychology, industrial and labor relations, and economics.



JIM  
HUNTER  
Cities Service

HUGH  
ADAMS  
Kodak

HOWARD  
BURMAN  
Phillips Petroleum

DICK  
WINSTON  
Sun Oil

HADLEY  
WILLIAM  
First Nat. City B

## VIII. Special Programs and Publications

The School develops and conducts institutes, seminars, conferences, and other types of special training programs to meet the needs of business organizations, government agencies, and hospitals and health organizations. These programs are adapted to the requirements of the participating groups and vary in length from a few days to nine months. They are usually conducted on the University's Ithaca campus, thereby allowing participants the full advantage of resident faculty participation, libraries, and University housing arrangements.

### **Cornell Executive Development Program**

The Executive Development Program offers an intensive five-week seminar designed to contribute to the continuing education of executives for management. Participants are brought together with professors and business and government leaders to explore the task of management in the face of accelerating technological change and mounting social, economic, and political demands. The program was established by the School in 1953. Since that time more than 1,500 executives have participated in the annual sessions which are from mid-June through July.

The method of the program is to engage each participant in a broad study of the role of management for the purpose of increasing that awareness so important to effective and responsible executive leadership. The program

is designed, accordingly, to facilitate an examination of the expanding consequences of executive decisions and the broader considerations governing company policy. Participants are encouraged to take a company-wide viewpoint, and to search out and apply financial and economic standards in the formulation and appraisal of company policies. They are stimulated to become more sensitive to the elements of effective organization and more enlightened ways of enlisting human effort, and to heighten their awareness of environmental factors that affect the ability of management to control the firm's future and that impose new responsibilities on the exercise of authority. The case method of instruction is used extensively. For those who wish to participate on a voluntary basis, special sessions are conducted on decision making under uncertainty, executive learning, and a management simulation project.

The twenty-sixth annual Executive Development Program will begin in mid-June 1978. Applications should be submitted by March 1, 1978.

### **Health Executives Development Program**

The Health Executives Development Program offers to a selected group of experienced administrators and planners a two-week course of lectures, readings, and discussions dealing with a broad spectrum of trends and issues affecting their responsibilities. Health leaders

from all parts of the United States, Canada, and overseas are brought together in stimulating contact with resident and visiting faculty members chosen for their ability to contribute to a better understanding of medical care policy, health planning, administrative and technological developments, and trends in international health care.

The twenty-first annual Health Executives Development Program will be offered in June 1978.

## Health Program for Business Executives

This two-day program for business executives began in the spring of 1977. Its aim is to help executives to play a more effective role by using their buying power to control the costs of health care. The program explores health issues and

their options as well as corporate strategies to reduce the costs and increase the effectiveness of health services.

## Agribusiness Executives Program

The Agribusiness Executives Program is an intensive two-week educational program presented specifically for management personnel serving the agricultural sector of the economy. It is designed to help managers in their efforts to keep abreast of rapidly changing agricultural industries.

The fifteenth annual Agribusiness Executives Program will be offered in June 1978.

For further information please contact R. D. Aplin, Cornell University, 212 Warren Hall, Ithaca, New York 14853.

*The A.D. White Center for the Humanities borders Malott Hall to the west.*



## Empire State Associates Program

The Empire State Associates Program is a flexible seminar series consisting of nine one-day seminars held on a monthly basis during the academic year. Participants are managers from many types of businesses throughout central New York State. The program content is changed each year according to the management education needs of participants and the results of managerial research by the School's faculty.

The sixth annual Empire State Associates Program will be offered beginning in September 1977.

## Food Industry Management Program

A cooperative program in food industry management, conducted by the School and the College of Agriculture and Life Sciences, is designed to provide full-time academic training for those already employed in the food manufacturing and distribution industry, and for students who wish to combine a study of the fundamentals of business administration with a study of food distribution. Three types of training are offered: (1) special student training, usually for one year, for those who are not interested in becoming candidates for degrees; (2) four-year undergraduate degree training for those who desire broad training with specialization in the food-distribution field; and (3) graduate work leading to the master's and doctor's degrees. Students in the School may elect this program as a field of concentration during their second year of study.

Special students and four-year undergraduate students register in the College of Agriculture and Life Sciences. Candidates for the graduate degrees register in the Graduate School and take their major in agricultural economics. The National Association of Food Chains has made available a number of fellowships of \$2,000 each for employees in the food industry. Further information may be obtained by writing to Professor Wendell Earle, Food Industry Management Program, Cornell University, Warren Hall, Ithaca, New York 14853.



*Senior Partner of Coopers-Lybrand Peter Delfeise participated in an informal question-and-answer session during the Executive Forum series.*

## Education for Public Management Program

Cornell University conducts a nine-month, nondegree, educational program for a limited number of midcareer executives from field and headquarter offices of agencies of the federal government. Known as Education for Public Management, this program is sponsored by the United States Civil Service Commission and is coordinated by the School. Similar programs are in operation at eight other universities.

The purpose of the program is to provide a link between the individual's employment experience and long-term career interests. Its emphasis is on intellectual breadth rather than job-related material. In selecting courses appropriate to their respective needs and aspirations, participants avail themselves of study opportunities and develop close associations with appropriate faculty members of the University. They participate in a special seminar designed to integrate their individual study programs into a sophisticated exploration of selected issues of public policy.

Further information about this program may be obtained by writing to the School or to the Bureau of Training, U.S. Civil Service Commission, Washington, D.C. 20415.



*B&PA faculty participate in the several continuing education programs sponsored by the School.*

## International Programs

Over the last several years, the faculty of the School has become increasingly committed to participation in projects overseas. These projects assist in the development of foreign institutions and generate expanded opportunities for international studies in the School.

From 1962 through 1969, the School participated in the development of a program in business administration at the Middle East Technical University (METU) in Ankara, Turkey. The School has also cooperated in the establishment of a program in management at the University of the West Indies.

A student exchange program with the University of Louvain, Belgium was inaugurated in 1969. Each year six Cornell students may study for either a Licence or Maitrice at the Institut d'Administration et de Gestion at the University of Louvain (French-speaking), or study for an M.B.A. in the Department of Applied Economics in the Katholieke Universiteit te Leuven, a program offered in English. Similarly, graduate students from both Belgian universities come to this School for master's degree work. Participating Belgian degree candidates are called Deneffe scholars in memory of the late

Paul Deneffe of Louvain who taught at Cornell in 1968. Louvain University pays the tuition, fees, and offers a stipend for two Cornell students and one student from Leuven. The other participating Cornell students receive tuition and fees fellowships. Cornell, in turn, pays tuition and fees for two Belgian students.

The exchange program is open to all business and public administration students, but most applicants are pursuing interests in either international business or international development. This one-year program can be taken either at the completion of the master's degree or, more typically, after the completion of the first year of studies in Ithaca. In the latter case, students return to the School for one additional term of study after completion of the year abroad. Before beginning work at either Louvain or Leuven, students are urged to take an intensive French course in Europe during the summer. Candidate selection for this program is based on motivation for studying and living abroad, academic average, and language ability.

Beginning with the academic year 1974-75, the School initiated an exchange program with l'Ecole Supérieure des Sciences Economiques et Commerciales (ESSEC), located in the suburbs of Paris, France. For the Cornell student, the program consists of the second year spent at



*Frederic West, president of Bethlehem Steel, met informally with students and faculty as part of his visit during the Executive Forum series.*

ESSEC and then one final term at Cornell. There is also the opportunity for doctoral student participation in this exchange program.

## **Publications**

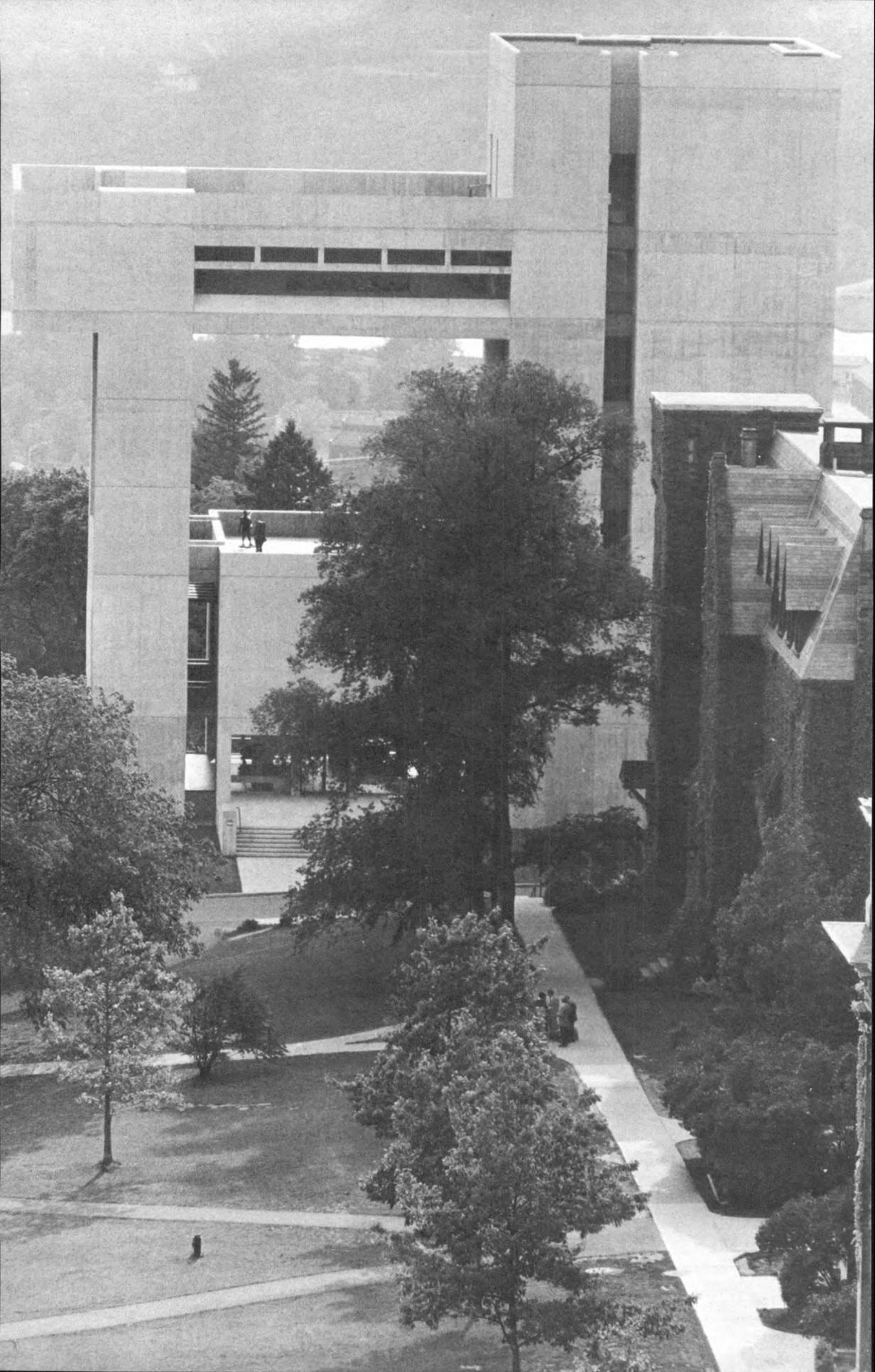
### **ADMINISTRATIVE SCIENCE QUARTERLY**

Since 1956 the School has published the *Administrative Science Quarterly*, an interdisciplinary journal concerned with advancing the basic understanding of administration and organizations through empirical investigation and theoretical analysis. The *Quarterly* contains articles, review essays and symposiums, book reviews, news items, letters, and occasional research notes relating to administration in business, government,

hospitals, education, and the military. Special issues of the *Quarterly* are published occasionally. Inquiries relating to the *Administrative Science Quarterly* should be sent to *Administrative Science Quarterly*, Cornell University, 314 Malott, Ithaca, New York 14853.

### **THE EXECUTIVE**

The *Executive*, issued three times a year, explores key social, economic, and political concerns of interest to United States executives in the '70s. Each issue focuses on a specific topic and presents a balance of views; it does not espouse a position but serves as a forum for what may often be conflicting ideas. Future issues of the magazine will cover such topics as corporate governance, personal investment, and the changing shape of the corporation.



# IX. Administration, Staff, Faculty, and Advisory Council

Listed below are the officers of administration, the administrative staff, and the faculty of the School. Brief descriptions of the background and interests of those currently teaching in the School are presented. The School's Advisory Council is also noted.

## University Administration

**Frank H. T. Rhodes**, President of the University  
**Dale R. Corson**, Chancellor of the University  
**David C. Knapp**, University Provost  
**Theodore Cooper**, Dean of the Medical College and Provost for Medical Affairs.  
**William G. Herbster**, Senior Vice President  
**Mark Barlow, Jr.**, Vice Provost  
**Constance E. Cook**, Vice President for Land-grant Affairs  
**W. Donald Cooke**, Vice President for Research  
**June M. Fessenden-Raden**, Vice Provost  
**William D. Gurowitz**, Vice President for Campus Affairs  
**Robert T. Horn**, Vice President and Treasurer  
**Samuel A. Lawrence**, Vice President for Financial and Planning Services  
**E. Hugh Luckey**, Vice President for Medical Affairs  
**Robert M. Matyas**, Vice President for Facilities and Business Operations

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## Faculty

**David M. Ahlers**, M.A. (Washington), M.S., Ph.D.  
(Carnegie-Mellon) Associate Professor of  
Finance

Professor Ahlers came to Cornell in 1972 from a  
position as vice president of Bankers Trust



*David A. Thomas, associate dean.*

Company where he headed the bank's Management Science Division and was a member of the chairman's Corporate Planning Task Force. In addition to his teaching and research duties at Cornell, he is actively involved in executive education and consulting. For example, Professor Ahlers is currently the strategic planning session coordinator for the Cornell Executive Development Program, Codirector of the American Bankers Association Business of Banking School, and a faculty member for the Cornell Agribusiness Executive Development Program and the Duke University Management Science in Banking Program. He is also a consultant to the president of Northeast Ban Corporation. He has received the School's award for excellence in teaching and has served as the adviser to the MBA Tournament Committee.

**Douglas E. Ashford**, M.A. (Oxford), Ph.D.  
(Princeton)

Professor of Public and International Affairs  
Professor Ashford's research and teaching have focused on problems of participation and policy formation in less developed and industrial societies. His early work involved studies of the nationalist movements in North Africa and South Asia, the effects of ideology and values on institutional formation and development, and the relation of socioeconomic change to the concentration of authority in new nations. During the past several years Professor Ashford has concentrated on problems of local autonomy and policymaking in advanced industrial societies, particularly Great Britain and France. He has served as a consultant to the Peace Corps, the Agency for International Development, the Agricultural Development Council, and also holds a position in the Department of Government at Cornell. Professor Ashford is on leave during the academic year 1977-78.

**David M. Barton, Ph.D.** (Virginia)

Assistant Professor of Economics

Professor Barton's fields of specialization are price theory, public finance, international finance, and econometrics. His current research deals mainly with the application of applied price theory to public policy questions including health insurance, public housing, and energy.

**Roger M. Battistella, M.P.H., Ph.D.** (Michigan)

Professor of Medical Care Organization

Formerly a staff member of the United States Senate's Special Committee on Aging, Professor Battistella is principally interested in public policy issues involving health planning and the organization, financing, and delivery of personal health services in the United States and other highly developed countries. He has written in the areas of health affairs, regional and comprehensive health planning, and medical sociology. He serves as a seminar chairman in the School's Health Executives Development Program and is active as a consultant to HEW and state and local governmental bodies.

**Fredrick T. Bent, Ph.D.** (Chicago)

Associate Professor of Public Administration

Professor Bent's chief interest is international comparative administration. He has taught at the American University of Beirut and at Middle East Technical University in Ankara, Turkey. He has served as acting editor of the *Administrative Science Quarterly*, Associate Director of Cornell's Center for International Studies, and an adviser to the Ministry of Finance of the government of Bahrain.

**Harold Bierman, Jr., M.B.A., Ph.D.** (Michigan)

Nicholas H. Noyes Professor of Business Administration

Professor Bierman's interests are in the areas of measuring and communicating financial information and business decision making with the aid of quantitative techniques. He has consulted for public organizations and industrial firms and is the author of a number of books and articles in the fields of accounting, finance, taxation, and quantitative analysis. He is the finance section coordinator of the School's Executive Development Program.

**Earl Brooks, M.S.** (American University)

Professor of Administration

Professor Brooks teaches organizational behavior and personnel management. As a management consultant in this country and overseas, he has published articles on delegation, negotiations, performance improvement, labor relations, communications, management by objectives, and management development. He is currently conducting more than twenty seminars throughout the world on the subject of successful negotiation. He serves as

director of the School's Executive Development Program.

**Douglas R. Brown, Ph.D.** (Syracuse)

Coordinator of Health Services Development and Continuing Education

Dr. Brown joined the School after serving in an administrative capacity in several hospitals. He serves as director of the Health Executives Development Program and the Health Program for Business Executives. His research is in the area of hospital administration and health planning. He also serves on a number of health care committees, including the Governor's Health Advisory Council.

**Joseph B. Bugliari, L.L.B.** (Cornell)

Professor of Agricultural and Business Law

Professor Bugliari was formerly an associate with the firm of Royall, Koegel, and Rogers in New York and an assistant to an associate justice of the Appellate Division of the New York Supreme Court. He is interested in the law pertaining to farming operations, business associations, estate planning, and the hospital health care area.

**C. Samuel Craig, Ph.D.** (Ohio State)

Assistant Professor of Marketing

Professor Craig's research and teaching interests lie primarily in the areas of consumer behavior and marketing communications. His research has dealt with problems of interorganizational relationships, diffusion of innovation, marketing of information systems, and communication effectiveness. Currently he is working on the problem of energy conservation, exploring alternate ways of communicating conservation information to consumers.

**Robert W. Daly, M.D.** (State University of New York at Syracuse)

Visiting Professor of Administrative Medicine

Dr. Daly's interests are in the fields of the philosophy of persons, psychoanalysis, psychopathology, and the history and sociology of psychiatric institutions. He has served as a consultant to the Maxwell School at Syracuse University, the National Library of Medicine, and to numerous social agencies. He is a member of the Board of Consultants of *The Psychoanalytic Review* and was named a Fellow of the National Endowment for the Humanities for 1974-75.

**H. Justin Davidson, M.S.** (Carnegie-Mellon),

C.P.A.

Professor of Administration

Professor Davidson is interested in the application of quantitative techniques to management problems, information systems for public and private organizations, and long-range planning. Before coming to Cornell, he was a consulting partner in the firm of Touche Ross & Company and was that organization's director of

planning. Professor Davidson has written widely in the fields of management and accounting. He has participated actively in the affairs of the American Institute of Certified Public Accountants, and has served as chairman of the Institute's Planning Committee. He is currently a director of the Lukens Steel Company.

**Arch T. Dotson, Ph.D.** (Harvard)  
Professor of Government

Professor Dotson has long experience in problems of public administration and state and local government. For two years he served as deputy controller of New York State. More recently, as a consultant to the Ford Foundation, he has played an active part in development planning in India, Iran, Japan, and the Philippines.

**Roland E. Dukes, M.B.A., Ph.D.** (Stanford)  
Assistant Professor of Accounting and Finance  
Professor Dukes' teaching interests are in the areas of financial reporting, theory and operation of capital markets, and accounting for planning and control. His dissertation was an investigation of the relationship between security price behavior and the expensing of research and development costs. His current research interests include investigating the efficiency of capital markets with regard to the processing of various accounting data, and examining the economic consequences of accounting policy decisions. Present research includes examining the consequences of the requirement to expense research and development costs and the consequences of requirements regarding foreign currency translation.

**Thomas R. Dyckman, M.B.A., Ph.D.** (Michigan)  
Ann Whitney Olin Professor of Accounting

Accounting, statistics, and quantitative approaches to decision making are Professor Dyckman's fields of interest. His publications have dealt with such topics as automobile sales and installment credit, accounting theory, the investment decision, the effects of alternative accounting techniques on management decisions, the behavioral effects of accounting reports, statistical cost control techniques, bond refunding, utility theory, and statistical techniques. He is currently engaged in research on certain issues associated with normative and descriptive decision making. He is the coordinator of the operational decision-making program in the School's Executive Development Program.

**Milton J. Esman, Ph.D.** (Princeton)  
John S. Knight Professor of International Studies  
Professor Esman is interested in development administration, institution building, the relationships of science and technology to national development and to international affairs,

and the management of ethnic and racial tensions in plural societies. Professor Esman is also a professor in the Department of Government and serves as director of Cornell's Center for International Studies.

**Edward S. Flash, Jr., M.P.A., Ph.D.** (Cornell)  
Associate Professor of Public Administration  
Professor Flash's teaching and research focus on the development and implementation of public policy at national, state, and local levels; urban government; and relationships among politics, administration, and analysis. He has written on the knowledge-power relationship between the president and the Council of Economic Advisers and is currently preparing a public administration text. He has conducted research on political and administrative aspects of British water reorganization and intergovernmental strategies such as revenue sharing. Professor Flash is an experienced public servant, having served and consulted with a number of federal and local government agencies.

**Jerome E. Hass, M.B.A., Ph.D.**  
(Carnegie-Mellon)  
Associate Professor of Managerial Economics and Finance  
Professor Hass' fields of interest are energy economics, finance, and macroeconomic theory and use. His publications have dealt with such topics as transfer pricing, capital budgeting, the pricing of natural gas and electricity, financing the energy industry, natural resource allocation, and the theory of merger and acquisition decision. He was chief of the Division of Economic Studies at the Federal Power Commission in 1976-77 and has been a consultant to a number of corporations, including the New York State Public Service Commission, the Environmental Protection Agency, and the Brookings Institution.

**Ronald W. Hilton, Ph.D.** (Ohio State)  
Assistant Professor of Accounting  
Professor Hilton's interests are in the areas of managerial accounting and quantitative methods. His dissertation investigated the determinants of information value in selected normative decision models. His current research includes topics in information economics, integration of normative and descriptive theories of decision making, and application of normative decision models to issues in managerial accounting.

**Frank A. Johnson, M.D.** (Illinois)  
Visiting Professor of Administrative Medicine  
Dr. Johnson is a professor in the Department of Psychiatry at the State University of New York Upstate Medical Center at Syracuse. He has served as a lecturer and field psychiatrist for the

Peace Corps and has been a consultant in hospital programming with the New York State Department of Mental Hygiene in Albany. He has written in the areas of psychiatric education and transcultural psychiatry. His current research interests include the theoretical and instrumental relationships that exist between psychiatry and the social sciences.

**Eugene A. Kaplan, M.D.** (State University of New York Upstate Medical Center at Syracuse)  
Visiting Professor of Administrative Medicine  
Dr. Kaplan is associate professor of psychiatry and director of the Graduate Education Program in Psychiatry at the State University of New York Upstate Medical Center at Syracuse, where he is responsible for the training of residents in psychiatry. He has served as a lecturer in psychiatry at the Washington School of Psychiatry, and as a consultant for the Peace Corps. He is currently a consultant to the Hutchings Psychiatric Center, as well as other psychiatric institutions in the Syracuse area. His interests, in addition to psychiatric education, include depression and suicide, problems in psychosexual identity and behavior, and the influence of existential concepts in psychiatric practice.

**David C. Knapp, Ph.D.** (Chicago)  
Professor of Administration  
Professor Knapp, University provost at Cornell, has held academic and administrative positions at several universities and has been a Fulbright Scholar in Finland and a Bullard Fellow at Harvard. His research and teaching interests are in the fields of public policy and higher education.

**Arthur J. Kover, Ph.D.** (Yale)  
Assistant Professor of Organizational Behavior  
Before joining the School's faculty, Professor Kover was vice president of research at Foote, Cone & Belding. He is interested in the structure of complex organizations and the roles of organizational ideologies in shaping behavior. He is now exploring ways of increasing personal expression and freedom within large business organizations.

**Cosmo J. LaCosta, M.P.A.** (New York University)  
Visiting Professor of Hospital Administration  
Mr. LaCosta is an associate director of The New York Hospital. He is active in local, state, and national professional associations in hospital administration, and is a member of the Board of Directors of Fordham University. Mr. LaCosta serves as a major contact in the coordination of special programs conducted in New York City, which are designed to provide Sloan students with a practical exposure to hospital administration and an understanding of the problems of health services delivery in major urban areas.

**Robert C. Lind, Ph.D.** (Stanford)  
Professor of Economics and Public Administration

Professor Lind's major interests are the analysis of public investment decisions, the theory of decision making under uncertainty, the planning process for governmental decisions and incentive systems. His publications range from theoretical papers dealing with the social rate of discount, uncertainty in public sector decision making, and the theory of rents, to policy oriented papers on natural resources, criminal justice, and land use. His current research is on energy policy and he is director of the Energy Policy Studies Unit at Cornell. Professor Lind has consulted widely for both public and private organizations.

**Thomas M. Lodahl, Ph.D.** (California at Berkeley)  
Professor of Administration

A social psychologist by training, Professor Lodahl's interests now center on the structure and functioning of organizations. He teaches organizational theory, organizational development, and T-group theory and method. His research projects include a study of the founding of new universities in England, word processing and office organization, and the organizational dynamics of large private electric utilities. Professor Lodahl is on leave during first semester, 1977.

**Alan K. McAdams, M.B.A., Ph.D.** (Stanford)  
Associate Professor of Managerial Economics  
Professor McAdams' interests and publications are in the fields of managerial economics and business-government relations. He has made a study of the impact of new technology on the steel industry of Western Europe. He has served as a consultant to industry and to the Ford Foundation, as a staff economist for the president's Council of Economic Advisers, and with the federal Department of Justice on *U.S.V. IBM*. Professor McAdams is on leave during the academic year 1977-78.

**John M. McCann, M.B.A., Ph.D.** (Purdue)  
Assistant Professor of Marketing  
Professor McCann is chiefly concerned with the understanding of markets and consumer behavior through the use of quantitative methods. His research has dealt with topics of market segmentation, consumer attitude structure, and sales response of consumer products to changes in the level of advertising expenditures. Professor McCann is on leave during the academic year 1977-78.

**John O. McClain, Ph.D.** (Yale)  
Associate Professor of Quantitative Analysis  
Professor McClain is studying the application of quantitative methods to managerial problems.

His interests focus on applications of operations research techniques to the design and operation of health care delivery systems and operational problems in production and inventory control.

**Jerome E. Milch**, Ph.D. (M.I.T.)  
Assistant Professor of Public Policy

With interests in the area of science and technology policies as well as in the problem of the role and function of experts in government and public administration, Professor Milch is also on the faculty of the Program on Science, Technology, and Society at Cornell. His current research centers on citizen participation in science and technology decisions and on public policies for aviation and airport development. A member of the National Academy of Sciences, Professor Milch serves on the National Research Council panel studying the impact of maritime services on local populations.

**George S. Oldfield**, Ph.D. (University of Pennsylvania)  
Visiting Assistant Professor of Finance

Professor Oldfield's current teaching and research interests are in the fields of corporate finance, capital market theory, and banking and intermediation. He has published articles on the financial aspects of private pensions, efficiency in foreign exchange markets, and commercial banking. Professor Oldfield has worked as an economist at the New York and Philadelphia Federal Reserve Banks. He is presently on leave from the Amos Tuck School of Business Administration, Dartmouth College.

**Vithala R. Rao**, Ph.D. (Pennsylvania)  
Professor of Marketing and Quantitative Analysis  
Professor Rao's research interests include application of multidimensional scaling to various substantive problems of marketing, development of prescriptive models of marketing behavior, and long-range planning. His teaching interests encompass marketing, quantitative methods, and research design. He has done research in the areas of salience of price in the perception and evaluation of product quality, product design, and multiattribute decision making, and he has written several papers in the fields of statistics and measurement in marketing.

**Douglas K. Reece**, M.S. (Cal. Tech), Ph.D. (California at Berkeley)  
Assistant Professor of Quantitative Methods  
Professor Reece specializes in the application of quantitative techniques to problems of business and public administration. His specific interests include computer simulation, models of competitive bidding, natural resource development policy, and information system design. He is currently studying alternate systems for leasing offshore oil and gas resources.

**Andrew T. Rudd**, M.S., M.B.A., Ph.D. (California at Berkeley)  
Assistant Professor of Finance and Operations Research

Professor Rudd's research interests are in the application of operations research to financial and investment decisions in national and international markets. Within this area he has been working on efficient portfolio selection and revision models for institutional portfolios. In addition, he has been studying uses of option contracts in investment management and models of hedged portfolios. He has served as a consultant to major banks on institutional fund management.

**Thomas G. Rundall**, Ph.D. (Stanford)  
Assistant Professor of Medical Care Organizations

Professor Rundall is interested in medical sociology, social psychology, and organizational theory. He has done research on social psychological factors in patients' recovery from surgery; hospital structure as a factor in patient outcome; factors affecting the utilization of preventive health care services; and the analysis of normative and informational influence in conformity research.

**Darius Jal Sabavala**, Ph.D. (Columbia)  
Assistant Professor of Marketing and Management Science

Professor Sabavala's research is in the areas of stochastic modeling of consumer behavior and the application of quantitative methods to problems of marketing strategy. His teaching interests are in the areas of marketing management, marketing research, and management science. His consulting projects have been concerned with building models of consumer response to the advertising of packaged goods.

**Seymour Smidt**, Ph.D. (Chicago)  
Professor of Managerial Economics

Professor Smidt's main interests are in the areas of managerial economics and finance. He has written books on capital budgeting and statistical decision theory. He has also conducted research on the stock market, commodity futures markets, and on electric rate regulation. He has served as director of the School's research program on agricultural industries, as chief of party to the School's project at the Middle East Technical University in Ankara, and as associate director of the Securities and Exchange Commission's Institutional Investor Study. He is a coordinator of the School's Executive Development Program, and mayor of the Village of Lansing. Professor Smidt is on leave during the academic year 1977-78.

**Robert H. Smiley, M.S., Ph.D.** (Stanford)  
Assistant Professor of Economics

Professor Smiley's research and teaching interests are in the fields of microeconomics, energy economics, industrial organization, and public policy analysis. His current research projects include energy economics, the economics of regulation, national economic planning, and the economics of health insurance.

**Gary L. Sundem, M.B.A., Ph.D.** (Stanford)  
Visiting Associate Professor of Accounting  
Professor Sundem's teaching interests are in the field of accounting, especially managerial accounting, and planning and control. His publications and current research include evaluation of capital budgeting models, welfare economics applied to accounting policy decisions, and information economics applied to internal planning and control systems. Professor Sundem is on leave from the University of Washington, Seattle.

**Robert J. Swieringa, Ph.D.** (Illinois)  
Associate Professor of Accounting  
Professor Swieringa has taught in the areas of corporate financial reporting, auditing, and the use of cost accounting information for decision making. His research interest is behavioral accounting. His publications have dealt with such topics as financial statement analysis, behavioral approaches to internal control evaluation, behavioral effects of participation budgeting, and the use of heuristics in processing accounting information.

**David A. Thomas, M.B.A., Ph.D.** (Michigan),  
C.P.A.  
Professor of Accounting  
Professor Thomas is interested in cost accounting, accounting for the construction industry, industry cost structures, and philanthropy. He is the author of several books, monographs, and articles on these subjects. He has worked in public accounting and industry. He serves as the administrator of The Charles E. Merrill Trust.

**L. Joseph Thomas, Ph.D.** (Yale)  
Associate Professor of Production and Quantitative Analysis  
Professor Thomas specializes in the field of operations research. His teaching interests are in the areas of production, inventory, distribution management, and quantitative analysis. His publications have dealt with inventory control, the relationship of production planning with pricing and advertising, and the effect of ruin considerations on capital structure. He has consulted and been involved in management education programs for several companies. His current research interests



*Edward T. Lewis, assistant dean for external affairs.*

involve mathematical models for managing complex production-distribution systems.

**David D. Thompson, M.D.** (Cornell Medical College)  
Visiting Professor of Hospital Administration  
Dr. Thompson is the Director of The New York Hospital and a Professor of Medicine at the Cornell Medical College. Among the societies of which he is a member are the American Association of Medical Colleges, the American Public Health Association, the Hospital Administrators Club of New York, and the Society of Medical Administrators.

**Anthony Walters, Ph.D.** (Texas)  
Associate Professor of Public Systems and Quantitative Analysis  
Professor Walters is interested in applications of mathematical modeling and quantitative techniques to private and public sector problems. He has done extensive work with large-scale mathematical programming codes and computational methods of linear programming.

**Karl E. Weick, M.A., Ph.D.** (Ohio State)  
Nicholas H. Noyes Professor of Psychology and Organizational Behavior  
Professor Weick, who specializes in the field of organizational behavior, is a social psychologist. His research interests include process descriptions of organizations, strategies of hypothesis-generation, perception of causality, and loosely coupled systems. He has written extensively on the topic of research methodology with special emphasis on the use of the laboratory as a field site to test and develop organizational theory. He is associate editor of the journal, *Organizational Behavior and Human Performance*.

**John R. C. Wheeler**, Ph.D. (Michigan)  
Assistant Professor of Health Economics

Professor Wheeler is interested in applications of economic analysis, particularly those involving health care issues. His active projects include an investigation of ambulatory medical care production costs and an attempt to relate patient health outcomes in nursing homes to expenditures. In addition to these, Professor Wheeler's interests include the broad issues of resource allocation and public expenditure and health care financial management.

## Associated Faculty

A number of faculty members in other schools and colleges at Cornell have interests closely allied to interests of the faculty of the Graduate School of Business and Public Administration. Such relationships exist with the School of Operations Research and Industrial Engineering; the Department of City and Regional Planning; the College of Architecture, Art, and Planning; and the School of Civil and Environmental Engineering. Close relationships also exist with faculty members in the Departments of Economics, Government, Psychology, and Sociology of the College of Arts and Sciences; and the Department of Agricultural Economics in the College of Agriculture and Life Sciences. Through the courses that associated faculty teach and committees on which these members serve, the programs of the Graduate School of Business and Public Administration gain an added diversity.

## Emeritus Professors

**Melvin G. De Chazeau**, Ph.D.  
Professor of Business Economics and Policy,  
Emeritus

**Frank F. Gilmore**, S. M.  
Professor of Business Administration, Emeritus

**Albert M. Hillhouse**, J.D., Ph.D.  
Professor of Public Finance, Emeritus

**John G. B. Hutchins**, Ph.D.  
Professor of Business History and Transportation,  
Emeritus

**Arthur E. Nilsson**, Ph.D.  
Professor of Finance, Emeritus

**John M. Rathmell**, Ph.D.  
Professor of Marketing, Emeritus

## Advisory Council of the School

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**Thomas Bennett**, President, First National Bank & Trust Company

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**William Hinchman**, Executive Vice President, Chase Manhattan Bank

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**Edwin Morgens**, President, Morgens, Waterfall & Hintz, Inc.

**Wilbur Parker**, Deputy Secretary, Newark Board of Education

**Harvey E. Sampson**, President and Chairman, The Harvey Group, Inc.

**Nelson Schaenen, Jr.**, Weiss, Peck & Greer

**Nelson Schaenen, Sr.**, Advisory Council Member Emeritus

**Patricia Carry Stewart**, Vice President, The Edna McConnell Clark Foundation

**David D. Thompson**, Director, The New York Hospital

**Thomas O. Waage**, retired Vice President, Federal Reserve Bank of New York

**Frederic W. West**, Vice Chairman, Bethlehem Steel Corporation

**Franklin R. Winnert**, President, Shelter Materials Group, Certain-teed Products Corporation

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- NHA 505 Health Services Research and Evaluation 56
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# Cornell Academic Calendar

1977-78

Registration, new students  
Registration, continuing and rejoining students  
Fall term instruction begins  
Thanksgiving recess:  
    Instruction suspended, 1:10 p.m.  
    Instruction resumed  
Fall term instruction ends, 1:10 p.m.  
Final examinations begin  
Final examinations end  
Registration, new and rejoining students  
Registration, continuing students  
Spring term instruction begins  
Spring Recess:  
    Instruction suspended, 1:10 p.m.  
    Instruction resumed  
Spring term instruction ends, 1:10 p.m.  
Final examinations begin  
Final examinations end  
Commencement Day

The dates shown in the Academic Calendar are subject to change at any time by official action of Cornell University.

Thursday, September 1  
Friday, September 2  
Monday, September 5  
Wednesday, November 23  
Monday, November 28  
Saturday, December 10  
Thursday, December 15  
Friday, December 23  
Thursday, January 19  
Friday, January 20  
Monday, January 23  
Saturday, March 18  
Monday, March 27  
Saturday, May 6  
Monday, May 15  
Tuesday, May 23  
Monday, May 29

In enacting this calendar, the University has scheduled classes on religious holidays. It is the intent of Senate legislation that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.

## List of Announcements

Following is a list of *Announcements* published by Cornell University to provide information on programs, faculty, facilities, curricula, and courses of the various academic units.

Agriculture and Life Sciences at Cornell  
College of Architecture, Art, and Planning  
College of Arts and Sciences  
Graduate School of Business and Public Administration  
Engineering at Cornell  
Graduate Study in Engineering and Applied Sciences  
General Information\*  
Graduate School  
School of Hotel Administration  
Human Ecology: College Choice  
School of Industrial and Labor Relations:  
    ILR at Cornell  
    Graduate Study at ILR  
Law School  
Medical College (New York City)  
Graduate School of Medical Sciences (New York City)  
Cornell University—New York Hospital School of Nursing (New York City)  
Officer Education (ROTC)  
Summer Session  
New York State College of Veterinary Medicine

\*The *Announcement of General Information* is designed to give prospective students pertinent information about all aspects and academic units of the University.

In addition to the *Announcements* listed above, the University publishes a master catalog of University courses, *Cornell University: Description of Courses*.

*Requests for the publications listed above should be addressed to*

**Cornell University Announcements**  
Building 7, Research Park  
Ithaca, New York 14853

(The writer should include a zip code.)