

# Cornell University Announcements

## Graduate School of Business and Public Administration



# **Cornell University**

## **1979–80 Graduate School of Business and Public Administration**

### **Cornell University Announcements (USPS 132–860)**

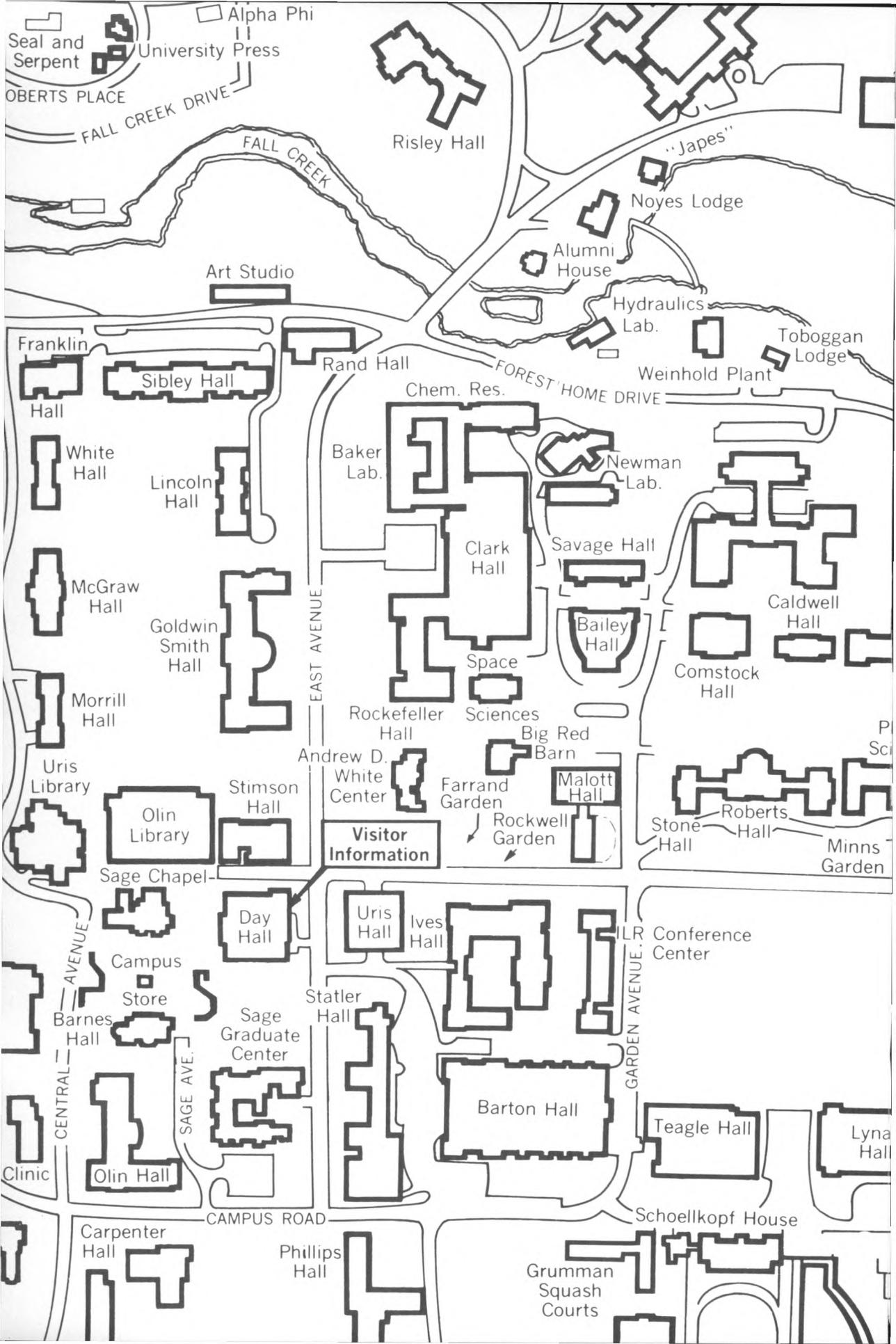
Volume 71 of the Cornell University Announcements consists of seventeen catalogs, of which this is number 6, dated June 20, 1979. Publication dates: seventeen times a year (four times in July and August; twice in April, June, and September; and once in March, May, and October). Publisher: Cornell University, Sheldon Court, 420 College Avenue, Ithaca, New York 14850. Second-class postage paid at Ithaca, New York.

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The courses and curricula described in this *Announcement*, and the teaching personnel listed herein, are subject to change at any time by official action of Cornell University.





Seal and Serpent

Alpha Phi  
University Press

OBERTS PLACE  
FALL CREEK DRIVE

FALL CREEK

Risley Hall

"Japes"

Noyes Lodge

Alumni House

Hydraulics Lab.

Toboggan Lodge

Art Studio

Franklin Hall

Sibley Hall

Rand Hall

FOREST HOME DRIVE

Weinhold Plant

White Hall

Lincoln Hall

Baker Lab.

Newman Lab.

McGraw Hall

Goldwin Smith Hall

Clark Hall

Savage Hall

Caldwell Hall

Morrill Hall

EAST AVENUE

Space

Comstock Hall

Uris Library

Olin Library

Stimson Hall

Andrew D. White Center

Farrand Garden

Big Red Barn

Malott Hall

Stone Hall

Roberts Hall

Minns Garden

Visitor Information

Rockwell Garden

Sage Chapel

Day Hall

Uris Hall

Ives Hall

Conference Center

Campus Store

Barnes Hall

Sage Graduate Center

Statler Hall

GARDEN AVENUE

CENTRAL AVENUE

SAGE AVE.

Barton Hall

Teagle Hall

Lyna Hall

Clinic

Olin Hall

CAMPUS ROAD

Schoellkopf House

Carpenter Hall

Phillips Hall

Grumman Squash Courts

# I. Introduction

## The School and the University

### THE SETTING

The Graduate School of Business and Public Administration (B&PA) is centrally located on the Cornell campus in Ithaca, New York.

A small city of character and vitality, Ithaca has been greatly influenced by its close ties to Cornell. It offers a broad range of cultural events and widely varied shopping and dining facilities.

Ithaca is part of the Finger Lakes Region of New York State, a beautiful area of rolling hills, deep valleys, scenic gorges, and clear lakes. Open countryside, state parks, and year-round recreational facilities are only minutes away. Excellent sailing, swimming, skiing, hiking, and other outdoor activities are readily available.

Ithaca is one hour by plane and five hours by car from New York City, and other major metropolitan areas are easily accessible.

### 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, this 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 was likely to 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 contains the Eastwick Library, Bache Amphitheater, and the Spencer and Collyer meeting rooms. In January of 1977, a wing was added to Malott Hall, providing additional office and library space, student conference rooms, and two 120-seat lecture halls.

## THE STUDENTS

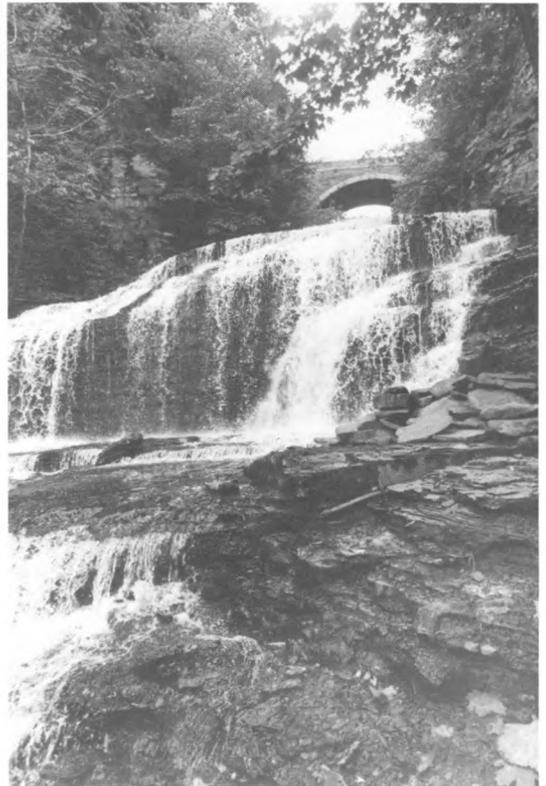
Like the University of which it is a part, the school draws its student body from a wide variety of disciplines and locations. The 450 master's degree candidates currently in residence come from 202 American and foreign colleges and universities. More than half of the students have an undergraduate background in arts and sciences, and approximately one-quarter, in engineering. 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 pages 15–17.

## 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.



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

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 the student credit 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 consider 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.

For more complete information please see chapter 5, pages 33–45.

## 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.

For further information please see chapter 7, pages 69–73. A separate booklet describing the Ph.D. program is available from the Director of the Doctoral Program, Cornell University, Graduate School of Business and Public Administration, Malott Hall, Ithaca, New York 14853.

## 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 seventeen hundred executives from more than two hundred companies and forty countries have participated. The school conducts similar summer programs for executives in the fields of health administration and agribusiness.

## RESEARCH FACILITIES

**Computer.** The principal computing facility at Cornell is an IBM 370 Model 168, located at

Langmuir Laboratory in Cornell's Research Park. The system is equipped for remote access of several kinds, so that very few users find it necessary to visit Langmuir. For batch input, there are four locations on campus — in Upson, Baker, 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. Several interactive terminals are located in Malott Hall, for use by students of the school, and additional public terminals are located in Upson, Warren, and Uris Halls. These terminals are a mix of CRT-scopes and hard-copy terminals. 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 119,000 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 a professional staff provides 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 the 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. Admission

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

Among the variables considered in the admission decision process are the applicant's earlier academic record, scores on required admission tests, and measures of leadership as exhibited in employment experience, military service, and extracurricular activities. The Admissions Committee uses no arbitrary cutoff score to determine admission but does include impressive records of leadership as a balancing factor in considering applicants. Over half of the school's students have had significant work experience before matriculation.

It is the policy of Cornell University actively to support equality of educational and employment opportunity. No person shall be denied admission to any educational program or activity or be denied employment on the basis of any legally prohibited discrimination involving, but not limited to, such factors as race, color, creed, religion, national or ethnic origin, sex, age, handicap, sexual or affectional orientation, or happenstance of birth. The University is committed to the maintenance of affirmative action programs which will assure the continuation of such equality of opportunity.

A brochure describing services for the handicapped student may be obtained from the Office of the Dean of Students, Cornell University, 103 Barnes Hall, Ithaca, New York 14853. Other questions or requests for special assistance may also be directed to that office.

### 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 light of the specialization inherent in professional education at the graduate level and in subsequent 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 graduate academic performance. The school's three master's degree programs are designed for candidates who have majored in nonbusiness fields as undergraduates.

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

Since a number of core courses and electives assume a working knowledge of algebra and



*Malka Weinstein, registrar and assistant director of admissions and student affairs, and James Schmotter, director of admissions and student affairs.*

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.

Applicants who are not sure whether their calculus background is sufficient may find it helpful to know that 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.

The necessary mathematics background can be obtained by

1. taking an introductory calculus course before coming to Cornell or
2. engaging in self-study (information on procedures and recommended books may be obtained from the director of admissions and student affairs of the school).

For those students who have not had previous work in calculus or who want a review, the school offers a two-week course during August. This course is designed to be an intensive review of algebra as well as an introduction to, or review of, basic calculus. A special announcement will be made in the spring of 1980 about dates and tuition fees.

**Note:** For information on exemption from core courses and advanced standing credit, see pages 33–35.

## 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. Admission 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

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, United States and foreign, take the GMAT. The committee will accept, however, aptitude scores from the Graduate Record Examination (GRE), in lieu of the GMAT scores, 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.

Applicants should write to GMAT, Educational Testing Service, Box 966, Princeton, New Jersey 08541 for an application for the GMAT and an explanatory pamphlet. The completed test application and payment of 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 education 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 1979–80 are:

### *Regular Saturday Administrations*

October 27, 1979  
January 26, 1980  
March 15, 1980  
July 12, 1980

### *Monday Administrations*

October 29, 1979  
January 28, 1980  
March 17, 1980  
July 14, 1980

Monday test dates are limited to candidates whose religious convictions prevent their taking tests on Saturdays.

A candidate may retake the test, 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 lower 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 GRE for GMAT scores should be sure that scores are sent to the correct address. The Graduate School of Business and Public Administration (B&PA) and the University Graduate School are separate entities at Cornell and are located in different buildings. Applications for admission to B&PA are not processed through the Graduate School. However, GRE scores meant for B&PA are often sent to the Graduate School in error, and an application for admission thus may not be complete for review by the Admissions Committee simply because the scores have not been received.

## 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, 1980. It is important that the application and supporting documents be correctly addressed 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. (For more information, please see chapter 3.)

2. Payment made to Cornell University of the nonrefundable application fee of \$30.

Foreign applicants may send an international money order or international postal coupons.

3. A report of test results of the GMAT and, if required, of the Test of English as a Foreign Language (TOEFL).
4. Transcripts of all previous 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 with the application by the school. 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 admissions 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 admission procedure. 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 on behalf of the office of admissions. The Office of Admissions and Student Affairs can assist in arranging a meeting if there are such alumni located near the applicant's area, but only if a completed application has been received by the school.

Requests for interviews can be made by writing or calling the director of admissions and student affairs (607/256-2327). Interview appointments should be scheduled at least two weeks in advance.

## ADMISSION TIMETABLE

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 admission process. Applications 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. Applicants should take the required admission tests in November. Those who are not able to take the required tests until January should make certain that all other documentation (see pages 11–12) is received in the admissions office by the February 15 deadline. Such an application will then be regarded as complete. When the results of the required examinations are received later in February, the application can be referred immediately to the Admissions Committee for review. Applicants enrolled in the senior year of undergraduate education at the time of application should ensure that the registrar's office at their undergraduate college sends their senior fall term transcript to the admissions office as soon as it is available.

The admission decision process for the fall 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. Candidates completing their applications by February 15 will be notified of their status by the end of March. Although the school will still consider applications that are completed after the February 15 deadline, opportunities for admission are reduced after that date, and applicants who have completed their applications by February 15 are given priority.

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

## JANUARY ADMISSION

New students are usually permitted to enter the school only at the beginning of the fall semester.



*Malott Hall Annex was added to the central building in 1976.*

Because of the integrated and sequential order of the school's core program, midyear admission in January is not encouraged and is permitted only in very unusual circumstances. Furthermore, admission in January, even for those candidates having the 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.

## DEFERRAL OF ADMISSION

Individuals are admitted only for the term for which they have applied. If applicants are accepted for admission but decide to defer entrance because of work commitments, military service, reasons of health, or insufficient financial support, they should write to the director of admissions and student affairs as soon as possible to cancel the application process. Applicants who wish to enroll at a later time should write to the director in the December preceding the September in which they expect to register to request that their application be reactivated. If an application is reactivated for a future term, a recommendation covering the interim experience and certain additional information may be required; however, a new application usually is not necessary and the application fee of \$30 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 are likely to 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. Interim work experience may strengthen their credentials and may possibly reverse a previous unfavorable decision.

## Procedure after Admission

### ADMISSION DEPOSIT

Students accepted for admission are required to make an admission deposit of \$100, payable to Cornell University, by May 1 of the same year prior to enrollment in September. Of this \$100, \$50 will become the University registration fee, and the remaining \$50 will be applied toward the student's tuition. 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 candidates decide after May 1 not to enroll in the

school, the admission 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.

## 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.** It is strongly recommended by the Department of University Health Services that all students have immunization against tetanus before entering the University. The department will, however, make available at Gannett clinic the 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.

### PRELIMINARY APPLICATION

Applicants from foreign countries (except Canada) who plan to hold a student or exchange visa while studying at Cornell are required to submit a preliminary application. No application fee is necessary when submitting the preliminary application, although a \$5 mailing fee is requested to cover the cost of overseas airmail.

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.

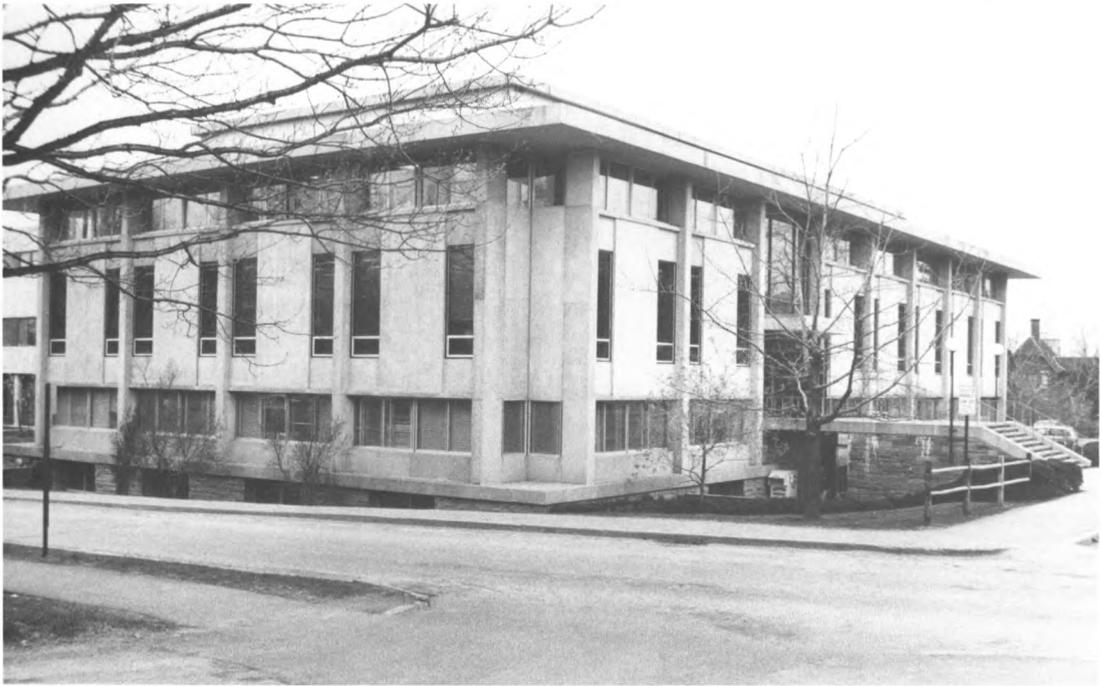
Upon receipt of the preliminary application and supporting documents, the director of admissions and student affairs evaluates the information, informs the applicant whether to proceed with a formal application for admission, and sends the appropriate forms for the formal application. The applicant then submits these forms after completion, together with other documents listed in the section on procedure before admission and payment of the \$30 application fee, which may be in the form of an international money order or international postal coupons.

### TEST OF ENGLISH AS A FOREIGN LANGUAGE (TOEFL)

For all applicants whose native language is not English, 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 fall 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.

### DEADLINE

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. In evaluating the GMAT scores of foreign applicants, the unique difficulties that such a test poses for those from a different education system and language background are taken into consideration.



*Malott Hall, in use for fifteen years as the research, teaching, and administrative center for the Graduate School of Business and Public Administration.*

## FINANCIAL AID

It is essential that applicants from foreign countries realistically assess their financial needs for the period during which they will be pursuing graduate study in business and public administration. Except for very limited scholarship assistance to students from certain countries, the school is seldom able to offer any kind of financial aid to foreign students. Such students are therefore required to ensure that they possess adequate financial support from their own funds or from other sources to cover all expenses for the entire two-year course of study, before leaving their country.

It should also be noted 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 expenses for their entire course of study 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 1978-79 Student Body

Amherst College  
 Arizona, University of  
 Arizona State University  
 Austin College  
 Babson College  
 Barnard College  
 Bates College  
 Bloomsburg State College  
 Boston College  
 Boston University  
 Bowdoin College  
 Bowling Green State University  
 Brandeis University  
 Bridgeport, University of  
 Brown University  
 Bucknell University  
 California, University of  
     at Berkeley  
     at Davis  
     at Irvine  
     at Los Angeles  
     at Santa Cruz  
 California Polytechnic State University  
 Carnegie-Mellon University  
 Case Western Reserve  
 Cincinnati, University of  
 Claremont Men's College  
 Clark University  
 Clarkson College

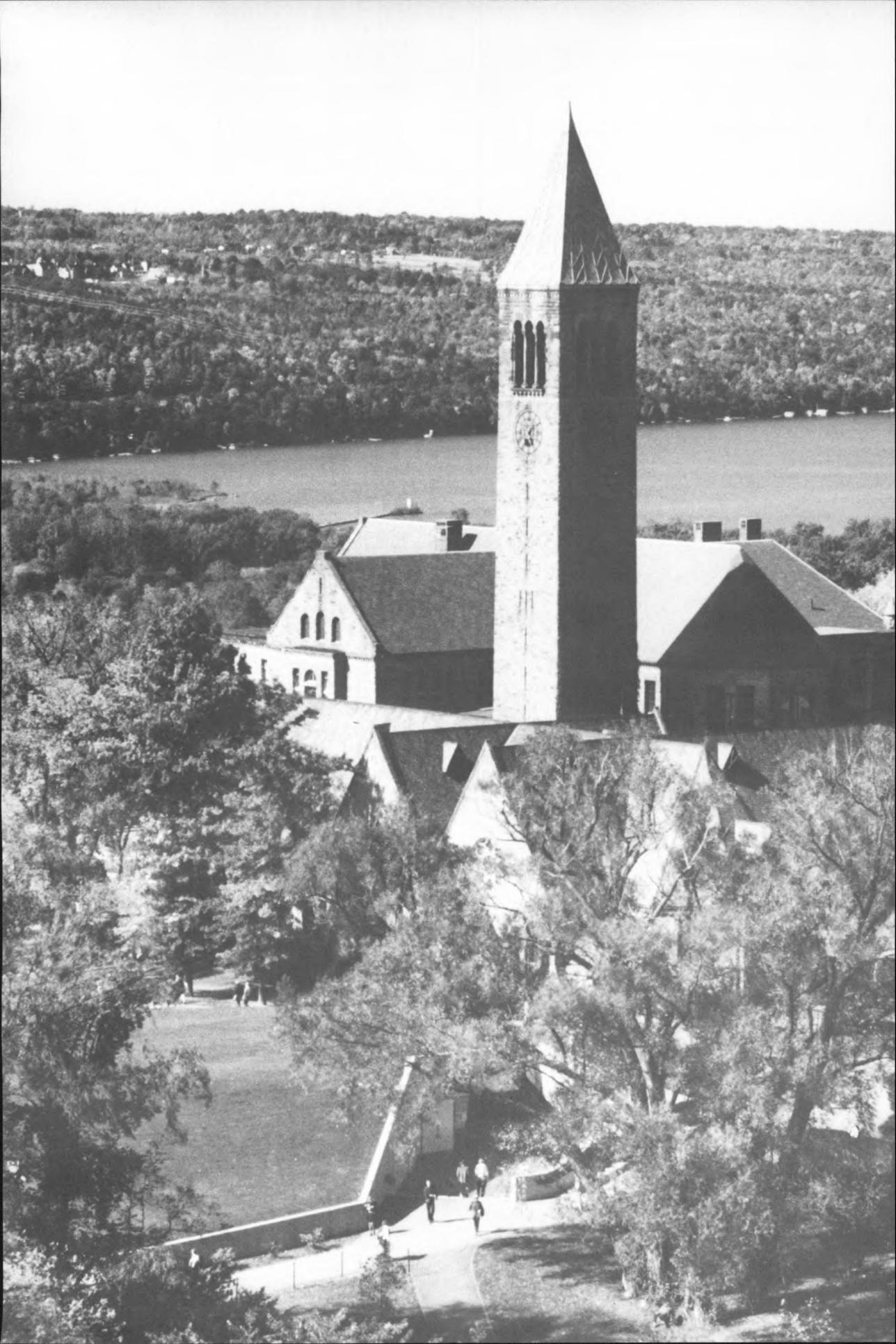
Coe College  
 Colby College  
 Colgate University  
 Colorado, University of  
 Columbia University  
 Connecticut, University of  
 Connecticut College  
 Cornell University  
 Dartmouth College  
 Delaware, University of  
 Dickinson College  
 Douglass College  
 Drew University  
 Drexel University  
 Duke University  
 Elmira College  
 Emory University  
 Empire State College  
 Florida, University of  
 Fordham University  
 Franklin and Marshall College  
 General Motors Institute  
 George Mason University  
 George Washington University  
 Georgetown University  
 Georgia, University of  
 Georgia Institute of Technology  
 Grinnell College  
 Hamilton College  
 Hartford University  
 Harvard University  
 Haverford College  
 Hiram College  
 Hobart College  
 Hofstra University  
 Holy Cross, College of the  
 Hope College  
 Illinois, University of  
 Illinois Institute of Technology  
 Indiana College  
 Ithaca College  
 John Carroll University  
 Kansas, University of  
 Kent State University  
 Kirkland College  
 Lafayette College  
 Lawrence University  
 Lehigh University  
 Lemoyne College  
 Marian College  
 Marietta College  
 Maryland, University of  
 Maryland College  
 Massachusetts Institute of Technology  
 Miami University  
 Michigan, University of  
 Michigan State University  
 Middlebury College  
 Mills College  
 Minnesota, University of  
 Mississippi State University, State College  
 Missouri, University of  
 Mount Holyoke College  
 Muhlenberg College  
 Nebraska, University of  
 New Hampshire, University of  
 New York, State University of  
     at Albany  
     at Binghamton  
     at Cortland  
     at Fredonia  
     at Geneseo  
     at New Paltz  
     at Oneonta  
     at Plattsburgh  
     at Potsdam  
     at Stony Brook  
 North Carolina, University of  
 Northeastern University  
 Northwestern University  
 Notre Dame, University of  
 Oberlin College  
 Ohio State University  
 Ohio Wesleyan  
 Oklahoma State University  
 Pennsylvania, University of  
 Pennsylvania State University  
 Pittsburgh, University of  
 Prescott College  
 Princeton University  
 Purdue University  
 Queen's College  
 Rensselaer Polytechnic Institute  
 Rochester, University of  
 Rochester Institute of Technology  
 Rosemont College  
 Rutgers University  
 Saint Anselm's College  
 Saint John's University  
 Saint Joseph's College  
 Saint Lawrence University  
 Saint Thomas, College of  
 Saint Xavier's College  
 Scranton, University of  
 Seattle University  
 Skidmore College  
 Smith College  
 South Carolina, University of  
 Southern California, University of  
 Southern Florida, University of  
 Stanford University  
 Stetson University  
 Syracuse University  
 Temple University  
 Texas Tech University  
 Texas University  
 Trinity College  
 Tufts University  
 Union College  
 United States Military Academy  
 United States Naval Academy  
 Upsala College  
 Vanderbilt University  
 Vassar College

Virginia, University of  
 Virginia Polytechnic Institute and State University  
 Washington University  
 Waterloo, University of  
 Wellesley College  
 Wesleyan University  
 West Virginia Wesleyan College  
 Wheaton College  
 Wilkes College  
 William Smith College  
 Williams College  
 Wisconsin, University of  
 Yale University

**Foreign Institutions of Higher Learning  
 Represented in the 1978-79 Student Body**

Alberta, University of  
 Bath, University of  
 Buenos Aires, Technical Institute of  
 Centrale Lycée de Saint Louis  
 Chartered Accounting Institute  
 Delhi, University of  
 Ecole Nationales des Travaux Publics de l'Etat  
 Government Law College of India  
 Hitotsubashi University  
 Hokkaido University  
 Indian Institute of Technology

Institut d'Etudes Politiques Paris  
 Institut National Polytechnique de Grenoble  
 Instituto Tecnológico y de Estudios superiores  
 de Monterrey  
 International Christian University  
 Keiogijuku University  
 Kwansai Gakuin University  
 Kyoto University  
 Kyushu University  
 Leuven, University of  
 London University  
 Louvain, University of  
 Malaya, University of  
 McGill University  
 Mexico, National University of  
 Oxford University  
 Paris, University of  
 Queen's University, Belfast  
 Seoul National University  
 Stellenbosch, University of  
 Strathclyde, University of  
 Tel Aviv University  
 Tohoku University  
 Tokyo University  
 Université Panthéon-Sorbonne  
 Valparaiso, Catholic University of  
 Witwaterstrand, University of



# III. Expenses and Financial Aid

## Costs

### TUITION AND FEES

Tuition in the Graduate School of Business and Public Administration is currently \$2,792 a semester. If a student enrolls in the two-year program and continues the second year without interruption, the second-year tuition charge will not 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*.

*The amount, time, and manner of payment of tuition, fees, or other charges may be changed 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 \$2,600 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 \$1,000 for clothing, insurance, medical expenses, and incidentals. Total costs, including tuition and fees but excluding transportation, generally come to about \$9,500 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 living expense for each child is \$750 for the nine-month academic year.

### Financial Awards

Scholarships are available for students enrolled in the school. Applications for financial aid are separate from admission applications, and decisions about aid are made independently of admission decisions. 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 may be obtained from the Office of Admissions and Student Affairs or from a financial aid officer at any convenient college or university. Applicants to B&PA who are also requesting 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, the school's policy and perceived obligation is to respond first to requests for continued financial aid from those students who received assistance their first year. Certainly, the school will try to help 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 first to have exhausted 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 or a member of the Cornell Chapter of the Delta Upsilon fraternity 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 wanting to pursue any of the school's master's degree programs is eligible to apply for a COGME fellowship. For the 1979–80 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 COGME 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



*Sage Hall, a graduate student residence, provides on-campus dining facilities to the Cornell community.*

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 their applications for admission well before this time.

With the exception of the COGME awards, there are no special application procedures for the awards listed above. The Financial Aid Committee makes all scholarship awards on the basis of both 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 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 persons who may be eligible for G.I. Bill payments should contact Mary Ann Robinson at the Office of the University Registrar, Cornell University, 222 Day Hall, Ithaca, New York 14853. They should have a copy of the DD-214 form or other proof of eligibility. For advance payment, a request must be presented in writing on the proper form. Enough time should be allowed so that Mrs. Robinson can process and submit this form to the Veteran's Administration regional office at least thirty days before the date of registration.

## Long-Term Education Loans

### FEDERALLY INSURED STUDENT LOAN (FISL) PROGRAM

The school's limited grant and loan funds have obliged the administration to refer many new students to the Federally Insured Student Loan (FISL) program for assistance.

The FISL 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 7 or 8 percent, and the state and federal governments pay the interest charges while the student borrower is enrolled in an accredited education institution.

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). Students interested in applying for such loan assistance should begin the process by contacting a loan officer at a local bank or lending institution. Application for loans through the FISL program is a prerequisite to being eligible to apply for loans administered by Cornell University or the school's loan programs mentioned below.

### CORNELL UNIVERSITY ADMINISTERED LOANS

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

To be considered for Cornell administered loans (Cornell FISL), a student must have attempted to

*The fourth annual Women's Career Forum, "The Emerging Executive," included panelists (left to right) Robert A. Budington III, marketing manager, Corning Glass Works; Arlene C. Anns, director of career and professional development, McGraw-Hill Publications; Diane S. Golden, personnel director, General Motors; Irma M. Wyman, director of central staff operations, Honeywell Information Systems; and Thomas M. Lodahl, professor of administration, B&PA.*



borrow under the state program 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 FISL funds through a lending 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 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 (NDSL)**

**Program.** 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 funds 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 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 NDSL program is essentially the same as the FISL program except that the interest on NDSL funds 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.

#### **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.

## **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 associate 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, finding employment in the Ithaca area is difficult. Competition is very keen and 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 Personnel Staffing Services, Fourth Floor, Day Hall, to be eligible for jobs offered by the University. The Professional Skills Roster, 512 East State Street, Ithaca, New York 14850 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 Married Couples Club can sometimes supply job leads.



## IV. Student Affairs

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.

### Associations

**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.

**B&PA Married Couples Club.** Almost 20 percent of the students attending the school are married. Their spouses have formed the B&PA Married Couples Club, which sponsors a program of activities for couples throughout the year. There is also a campuswide Graduate Wives Club open to all Cornell faculty and graduate student wives.

**B&PA Student Association.** The student activities program is carried out under general sponsorship of the B&PA 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. Representatives from the first-year class are elected in October to serve through December of the following year. Members of the council are appointed chairpersons of various subsidiary committees and organizations. The various committees sponsor social events ranging from formal dances and cocktail parties to informal student-faculty gatherings and weekly beer parties. It also sponsors women's and men's intramural athletic teams. A fee of \$25 covers membership in the association for the two years of residence at the school.

**B&PA Women's Association.** The B&PA Women's Association sponsors professional and social activities for the women 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 B&PA graduates 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. In general, it 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.

**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.

**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.

**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 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.

**Public Students Association.** The Public Students Association is organized to coordinate and give direction to the activities of public program students within the school. The association is an informal means of communicating for students and faculty through social events and meetings on topics of mutual concern. Social activities range from postexam gatherings to picnics. Professional activities include forums on public sector issues and other events that students decide are important to their professional development. The association also tries to assist incoming students by having public students available as guides and by helping to arrange the fall orientation program. The association is open to all students interested in public policy issues in the public and private sectors.

**Sloan Association.** The Sloan Association is an organization of the students and faculty of the Sloan Program of Hospital and Health Services Administration that 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.

**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 each of seven student organizations, the director of admissions and student affairs, and three faculty representatives appointed by the dean of the school.

## Forums

**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. Visiting executives, who usually are at the school for an entire day, 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.

During the past academic year, the following executives joined the forum. T. F. Bradshaw, president of Atlantic-Richfield; Ronay Menschel, deputy mayor for administration, Office of the Mayor, City of New York; and Charles Knight, chairman and chief executive officer, Emerson Electric.

**Management Forum.** This series of weekly forums takes place during the first semester and consists of visiting speakers from a broad range of management backgrounds. The focus of the forum is on various career alternatives for students interested in the private sector. It is a student-coordinated activity and the topics 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.



*Willard Straight Hall, one of three Cornell student unions.*

## 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

Sage Hall, in the center of the Cornell campus, provides housing and dining facilities for single students who are candidates for advanced degrees in any field. It is coeducational and houses approximately 189 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 (eighteen units), which range from one to three rooms, are located on Thurston Avenue in the North Campus area. The apartments are generally

assigned to continuing single graduate men or women.

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

Detailed information concerning these residence units is provided in the booklet *Living on Campus: Housing for Single Students*, which is available from the Housing Assignment Office, Department of Residence Life, 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. 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 Dormitory 8, Ithaca, New York 14853.



*Karen Tosi, director of placement—Sloan Program and assistant to the dean, and Tom Calo, director of placement.*

### **Family Housing**

The University maintains three family housing complexes of unfurnished apartments: Cornell Quarters, Pleasant Grove Apartments, and Hasbrouck Apartments. Comfortable one- and two-bedroom units are provided for 419 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 the booklet *Cornell University Family Housing*, which can be obtained from the Family Housing Office, Department of Residence Life, Building 40, Hasbrouck Apartments, Pleasant Grove Road, Ithaca, New York 14850.

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

### **Off-Campus Housing**

Off-campus housing is plentiful, but varies greatly in quality, desirability, and cost. 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 semester to examine the listing of available off-campus 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, on the average, from \$75 to \$125 per month for single rooms, and from \$175 a month for small efficiency quarters to more than \$300 a month for larger apartments accommodating families or groups of students.

A brochure entitled *Off-Campus Housing in the Ithaca Area* may be obtained from the Off-Campus Housing Office, Department of Residence Life, Cornell University, 223 Day Hall, Ithaca, New York 14853.

### **DINING FACILITIES**

Cornell Dining operates a wide variety of dining facilities on campus, conveniently located near University housing and Malott Hall. Cornell Dining also offers a variety of meal plans, designed to be economical without sacrificing quality or abundance of food. 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 staffs of the school offices of Placement and Admissions and Student Affairs, as well as the associate dean for external affairs, are also 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 on the director when they arrive.

## HEALTH SERVICES

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

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

1. unlimited visits to the Gannett Medical Clinic;
2. up to fourteen days of infirmary care each semester in Sage Infirmary;
3. ordinary laboratory, x-ray examinations, and physiotherapy as ordered by health services physicians;
4. counseling services at the clinic and the Mental Health Section.

The following health services are not available from the University:

1. hospitalization expense except in Sage Infirmary;
2. visits to physicians or health care facilities other than those of the University Health Services — consultations with specialists authorized by University Health Services' physicians are covered by the elective health insurance plan discussed below;
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 Medical Clinic and Sage Infirmary.*

Outpatient care is provided in the Gannett Medical Clinic, 10 Central Avenue. Infirmary care is provided in Sage Infirmary, located on East Seneca Street, about five blocks from the southwest corner of the campus. The clinic 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 256-7495.

*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 256-5155 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.* An elective health insurance plan for registered students and their spouses and dependents is available to cover hospitalization, consultations, sickness, accidents, and most services not provided by University Health Services. Information about this insurance is available at the Gannett Medical Clinic, where a representative of the elective insurance company has an office. Students may also call 256-6363 or 257-2252.

## ALUMNI ASSOCIATION

The school's alumni association has become increasingly active during the past few years. The alumni body is composed of slightly more

than four thousand graduates; approximately five hundred 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.

## 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 assistance with resume and cover-letter preparation and interviewing techniques. The Placement Office publishes widely distributed resume books for each program.

More than one hundred fifty 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 80 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. School alumni also provide valuable placement contacts.

In addition to the organizations that recruit on campus, the Placement Office maintains information on many firms, hospitals, and 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.

The mean annual starting salaries for 1978 business, public, and health program graduates were \$19,424, \$18,854, and \$17,727, respectively. A 1979 Placement Statistics Summary will be mailed upon request by the Director of Placement, Cornell University, 310 Malott Hall, Ithaca, New York 14853.

## Some Organizations Interviewing Graduates on Campus

Abraham & Straus  
 Air Products and Chemicals, Inc.  
 Amax, Inc.  
 American Express Co.  
 American Management Systems  
 Analytic Sciences Corp.  
 Arthur Andersen & Co.  
 Arthur Young & Company  
 Bamberger's  
 Bankers Trust Co.  
 Bausch & Lomb  
 Bell Systems  
 Bendix Corporation  
 Bloomingdale's  
 Booz, Allen & Hamilton  
 Bristol-Myers Co.  
 Burroughs Corp.  
 Campbell Soup Company  
 Certain-teed Corp.  
 Chase Manhattan Bank  
 Chemical Bank  
 Citibank  
 Citibank of Columbus, Ohio  
 Colgate-Palmolive Co.  
 Colt Industries Inc.  
 Connecticut Bank & Trust Co.  
 Connecticut General Life Insurance Co.  
 Continental Grain Co.  
 Continental Group, Inc.  
 Continental Oil Company  
 Coopers & Lybrand  
 Corning Glass Works  
 Data Resources, Inc.  
 Deloitte, Haskins & Sells  
 Digital Equipment Corp.  
 Eli Lilly & Company  
 Emerson Electric Co.  
 Ernst & Ernst  
 Exxon Corporation  
 Firestone Tire & Rubber Company  
 FMC Corporation  
 Ford Motor Company  
 Frito-Lay Inc.  
 General Electric Co.  
 General Foods Corporation  
 General Motors Corporation  
 George J. Ball Co.  
 Gillette Co.  
 Goldman, Sachs & Co.  
 Gould Inc.  
 Hartford National Bank

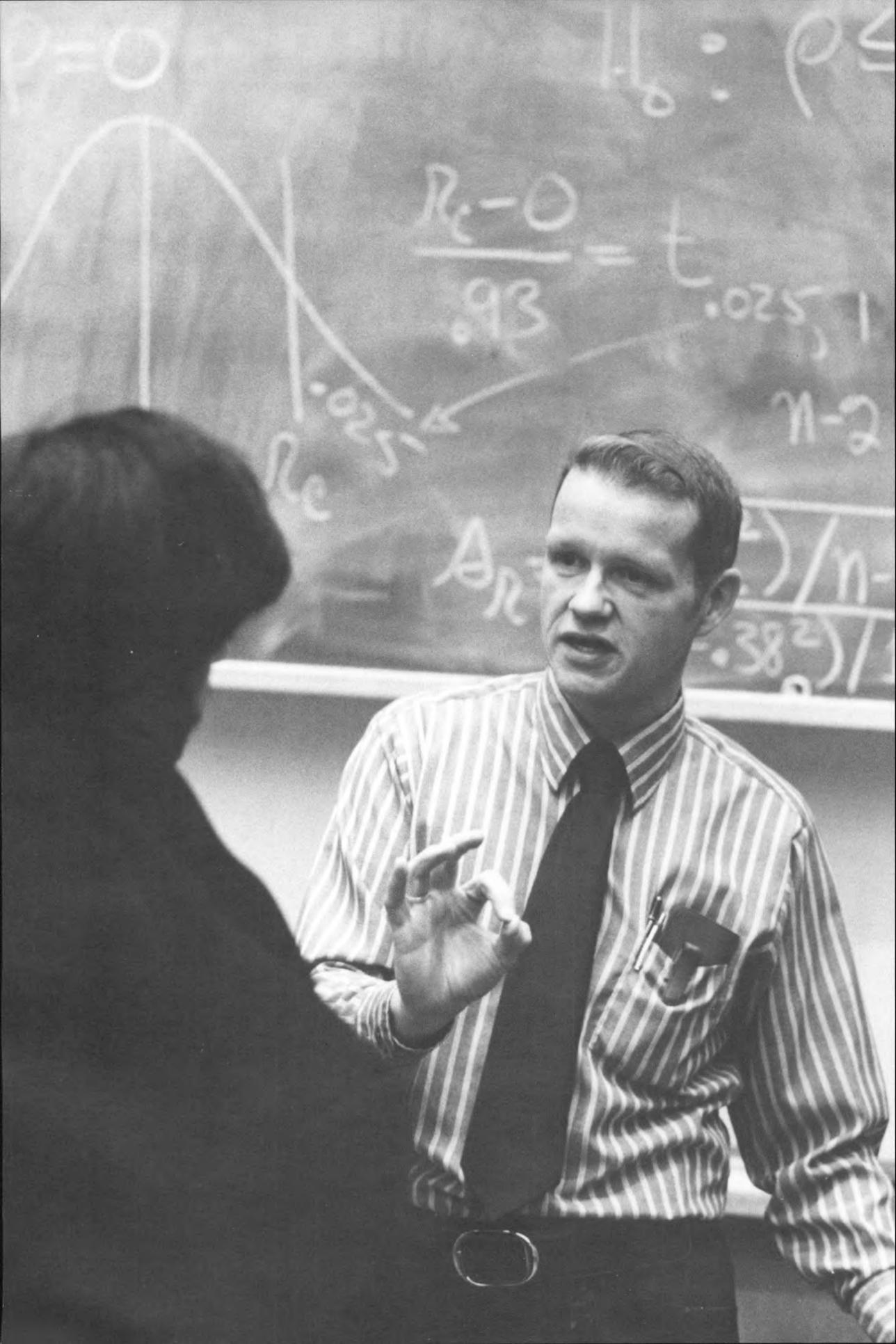
Hewlett-Packard Co.  
 Illinois Bureau of the Budget  
 International Business Machines Corporation  
 Ithaca Intersystems, Inc.  
 Jewel Food Stores  
 John Hancock Mutual Life Insurance Company  
 Jos. E. Seagram & Sons, Inc.  
 Kurt Salmon Associates  
 L. D. Schreiber Cheese Co., Inc.  
 Lincoln First Bank  
 Marathon Oil Company  
 Marine Midland Bank  
 Marriott Corp.  
 Massachusetts General Hospital  
 McDonnell Douglas Automation Co.  
 Mellon Bank N. A.  
 Memorial Sloan-Kettering Cancer Center  
 Merck & Co., Inc.  
 Metropolitan Life Insurance Company  
 Mobil Oil Corporation  
 Morgan Guaranty Trust Co.  
 National Bank of North America  
 National Steel Corporation  
 New York City Office of Management and Budget  
 Ore Ida—Ida Foods, Inc.  
 Oscar Mayer and Company  
 Owens-Corning Fiberglas Corporation  
 Owens-Illinois, Inc.  
 Oxford Industries, Inc.  
 Peat, Marwick & Mitchell & Co.  
 Pfizer Inc.  
 Price Waterhouse & Co.  
 Procter & Gamble Company  
 Prudential Insurance Company of America  
 Ralston Purina Co.  
 Roadway Express Co.  
 Rochester Telephone Corporation  
 Rockwell International  
 R. R. Donnelley & Sons Company  
 Ryder Systems, Inc.  
 Salomon Brothers  
 S. C. Johnson & Son, Inc.

Scott Paper Company  
 Service Bureau Co.  
 Shawmut Bank of Boston, N. A.  
 Standard Oil Company (Indiana)  
 Temple, Barker & Sloane, Inc.  
 Theodore Barry & Associates  
 Touche Ross & Co.  
 Turner Construction Co.  
 United Nuclear Corp.  
 United Research Co.  
 University Hospital, University of Michigan  
 Washington, D. C., Office of Budget and  
     Resource Development  
 Xerox Corporation

## Further Information

The *Announcement of the Graduate School* and the *Announcement of General Information* are useful to prospective Cornell graduate students and should be consulted for additional information about health requirements and services, vocational testing and guidance, the use of motor vehicles, and University-wide social and cultural activities. Information about facilities, programs, and courses available in the other schools and departments of the University is included in *Cornell University: Description of Courses*. Copies of these publications may be obtained by writing to Cornell University Announcements, Building 7, Research Park, Ithaca, New York 14850, or by stopping by the Information and Referral Center in Day Hall.

More detailed student information required by state and federal regulations is available in a handbook for enrolled students, *Announcement of Academic Information*, and from the Office of the Dean of Students, 103 Barnes Hall, and the Information and Referral Center.



# V. Master's Degree Programs

## 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 credits of course work and four semesters in residence. The only exceptions to this policy are given 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, NCC 503 Introduction to Computer Programming, and NCC 504 Introduction to Management Information Systems. 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.

Students anticipating a change in their degree objectives after entering the school, should use

electives during their first year to increase their degree of flexibility.

## 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. No major is formally required, and students can select an area for concentration from a wide range of fields.

The school periodically 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. Many advanced courses are offered as seminars in which individual study and research are required and ideas can be discussed in depth.

## 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 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.

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, credit toward the degree is granted for the course.

There is no penalty for failing an exemption examination for a core course. If students pass an exemption examination, 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. Residency is defined by B&PA as enrollment, each semester, for a minimum of twelve credits.

## ADVANCED STANDING

It is possible for a student to receive advanced standing credit toward a degree in the school. No student will receive more than sixteen credits of advanced standing or one semester of residency except for provisions in the special combined degree programs and the international exchange program, explained on pages 44–45 and 76–77, 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 who want 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 credits of the course exempted.

3. *For courses in the Graduate School of Business and Public Administration taken and passed before admission, independent 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.

## Program in Business Administration

### OBJECTIVES

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

In the M.B.A. core program, organizational behavior and administrative relationships are examined with the aid of perspectives from the behavioral sciences; the uses of computers and 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 accounting, marketing, operations management, and finance are introduced, with a view 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



*Arthur Snyder, president and chairman of the board of A. M. Best and Company, met with students and faculty as part of the Executive Forum Series at B&PA.*

policy course ties together the several functional areas and basic disciplines studied in the first year.

There is substantial flexibility in the M.B.A. program. Students are allowed a minimum of two electives during the first year and twenty-six elective credits in the second. Those passing exemption examinations can substitute advanced electives of their choice for core courses. Further, students can design program concentrations to meet their specific needs. All students may take courses offered by other units at Cornell as well as electives available within the school.

**Note:** For those M.B.A. candidates who exempt core courses at the beginning of the year, NBP 500 Marketing Management, NBP 501 Production and Operations Management, and NBP 502 Introduction to Managerial Finance are offered during the fall semester. M.B.A. candidates who do not exempt a course will still have two electives during the first year.

## FIELDS OF CONCENTRATION

M.B.A. concentrations are completely flexible, with no specific 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 depend on the student's preparation before entering the school and on career objectives. A typical program in this field includes second-year courses in finance, managerial economics, and computer applications, as well as intermediate, advanced, cost, and tax accounting.

**Professional Accounting.** Designed to prepare the student for a career in public accounting, and to meet the academic requirements for the Certified Public Accountant (C.P.A.) certificate. A 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 credits of finance at undergraduate or graduate level.
2. Economics requirement: complete nine credits of economics principles and analysis at undergraduate or graduate level.
3. Complete the following specific courses (or approved substitutes):

|         |  |
|---------|--|
| NBA 500 | Intermediate Accounting  |
| NBA 501 | Advanced Accounting  |
| NBA 502 | Cost Accounting  |
| NBA 514 | Financial Policy Decisions   |
| 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, 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 urged to consult with a member of the accounting staff at the outset of their work at the school.

### Recommended Schedule of Courses for M.B.A. Degree Candidates

#### Year One: Fall

|         |  |
|---------|--|
| NCC 500 | Managerial Accounting                          |
| NCC 501 | Quantitative Methods for Management            |
| NCC 502 | Economic Principles for Management             |
| NCC 503 | Introduction to Computer Programming           |
| NCC 504 | Introduction to Management Information Systems |
| NCE 540 | Organization Theory and Behavior               |
| OR      |  |
| NCE 541 | Personnel Administration and Human Relations   |

#### Year Two: Fall

|         |  |
|---------|--|
| NBP 503 | Business Policy  |
| OR      |  |
| NPA 523 | Policy Considerations: The Business-Government Interface |
| — —     | Elective   |

#### Year One: Spring

|         |                                      |
|---------|--------------------------------------|
| NBP 500 | Marketing Management                 |
| NBP 501 | Production and Operations Management |
| NBP 502 | Introduction to Managerial Finance   |
| — —     | Elective                             |
| — —     | Elective                             |

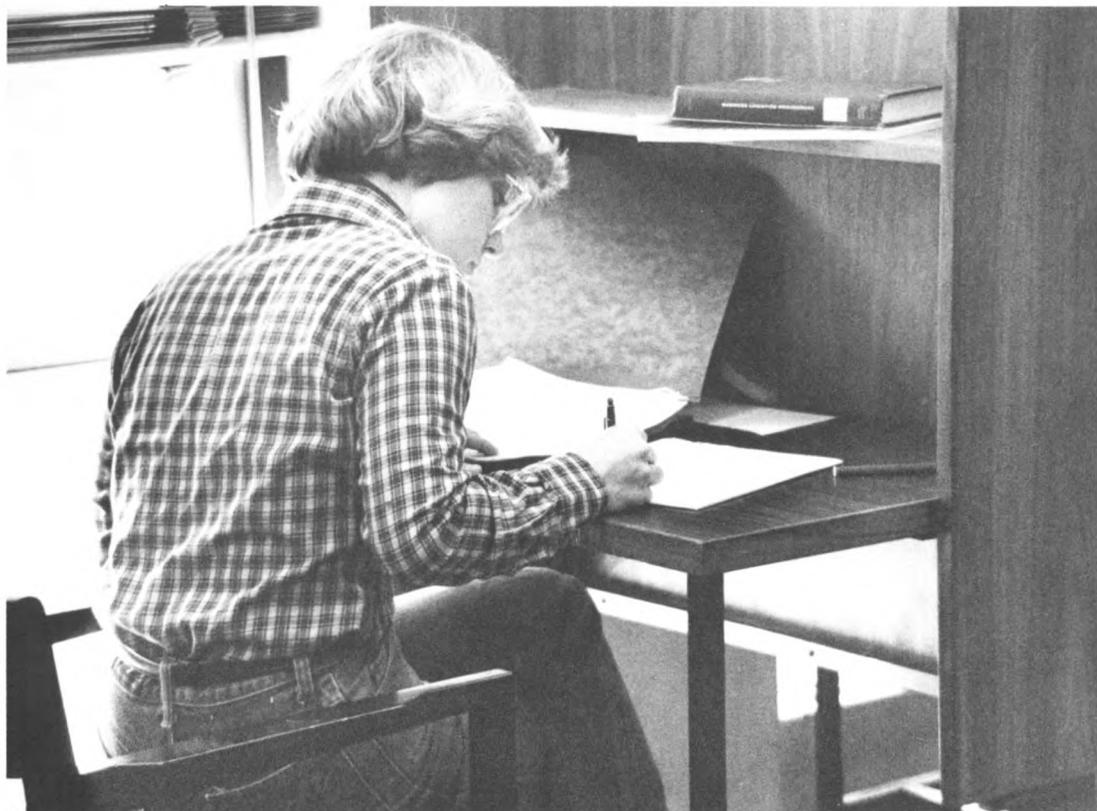
#### Year Two: Spring

|         |  |
|---------|--|
| NBP 504 | Introduction to the Business-Government Interface* |
| — —     | Elective   |

*Note: All courses listed are required for the M.B.A. degree.*

*Note: Electives may be taken from B&PA and other Cornell graduate programs.*

*\*This is a one-credit course.*



**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 interrelationships between business and government. The program in business finance integrates the operational aspects of business and investment finance, the functions of financial institutions and capital markets, and the basic economic 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 Services Administration.** Please see pages 42–44 for a discussion of this option.

**Managerial Economics.** Designed for students seeking careers either in general management or as professional economists in industry or in government. 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. 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.

**Marketing.** Designed for students seeking careers in the marketing of consumer or industrial products and services. Students are prepared for a variety of marketing functions, including product management, marketing research, sales management, advertising management, 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 to the solution of decision problems facing the marketing manager. Elective courses provide the student with an understanding of all aspects of the decision-making process in a contemporary 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. An attempt is made throughout to provide the student with an understanding of the strategic and operational aspects of the marketing function in light of the current research in the field.

**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 Administration** Please see pages 39–42 for a description of this option.

**Quantitative Analysis for Managerial Decision Making.** Designed to develop skill in the use of mathematics and statistics in 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 B&PA'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.

*Three of the four presidential management intern finalists from B&PA meet with Jerry Hass, second from left, director of the Public Administration Program.*



**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 Program

### OBJECTIVES

The school's program in public administration has two primary objectives: (1) to prepare capable and motivated men and women to contribute effectively to the resolution of public issues, and (2) to provide these men and women with the foundation for their long-term professional development and accomplishment — as analysts, administrators, consultants, or a combination of all three. Breadth of course offerings and flexibility in opportunities for individual study enable the program to meet the needs of students with diverse backgrounds and career objectives. As summarized below, core courses providing managerial, analytical, and policy foundations complement advanced courses through which the students build their particular elective concentrations.

### CURRICULUM

The public administration curriculum has three components: (1) required courses that develop abilities essential to any professional career in management; (2) recommended courses that develop knowledge and understanding of the complex interactions of policy, politics, administration, and analysis that shape governmental operations; and (3) elective courses that develop competence and thus specific job qualifications in areas of career interest. The first group is taught entirely within the school; the second and third represent a blend of courses available not only within the fields of business and public administration but also within fields such as city and regional planning, community services, consumer economics, environmental engineering, housing, law, and natural resources. Cornell is unique in the scope and depth of public sector teaching and research available in over a dozen departments and programs on campus.

Departments and programs in which public students regularly elect courses include Natural Resources (College of Agriculture and Life Sciences); City and Regional Planning (College of Architecture, Art, and Planning); Economics,

Government (College of Arts and Sciences); Civil and Environmental Engineering, Computer Science, Operations Research and Industrial Engineering (College of Engineering); Community Service Education, Consumer Economics and Housing (College of Human Ecology); New York State School of Industrial and Labor Relations; Center for International Studies and Program on Science, Technology, and Society (independent interdisciplinary programs).

Elective concentrations may be of four types: (1) *specific areas of public policy*, such as energy conservation, government regulation, urban services delivery, or international development; (2) *policy analysis*, with an emphasis on economics, quantitative methods, and systems analysis; (3) *financial analysis and management*, including public sector economics, tax policy, debt financing, budget theory and practices; and (4) *human resources development*, including organizational theory and behavior and public sector collective bargaining. It is the responsibility of the individual student, assisted by a faculty adviser whose teaching and research activities complement the student's career interests, to design an elective program that draws on one or more of these areas.

### DEGREE OPTIONS

The public program provides two degree options: the Master of Public Administration (M.P.A.) and the Master of Business Administration (M.B.A.) with an emphasis on public administration. The M.P.A. degree program has fewer required courses and therefore allows greater flexibility in designing a program of course work. Students choosing the M.P.A. degree may wish to take certain business electives, such as NBP 500 Marketing Management and NBP 501 Production and Operations Management, to develop their knowledge of management skills in these areas.

The M.B.A. public degree option requires students to take all of the M.B.A. requirements; the materials covered in three of the required courses — NBP 500 Marketing Management, NBP 501 Production and Operations Management, and NBP 502 Introduction to Managerial Finance — incorporate public sector and not-for-profit applications. Public students are exempted from NBP 504 Introduction to the Business-Government Interface, which is an M.B.A. requirement, and can substitute NPA 523 Policy Considerations: The Business-Government Interface for NBP 503 Business Policy. The M.B.A. public degree option provides

flexibility for students who may want to work with both the public and private sectors.

The public program has few requirements. Students are encouraged to strengthen their knowledge and skills in public economics and finance by taking NPA 505 Public Financial Management, NPA 514 Economic Foundations of

Public Policy, NPA 523 Policy Considerations: The Business-Government Interface, and NPA 524 Public Applications and Extensions of Managerial Finance.

### Recommended Schedule of Courses for M.P.A. Degree Candidates

#### Year One: Fall

|         |  |
|---------|--|
| NPP 500 | The Conduct of Public Affairs*               |
| NPA 518 | Public Administration Colloquium             |
| NCC 500 | Managerial Accounting*                       |
| NCC 501 | Quantitative Methods for Management*         |
| NCC 502 | Economic Principles for Management*          |
| NCE 540 | Organization Theory and Behavior*            |
| OR      |  |
| NCE 541 | Personnel Administration and Human Relations |

#### Year One: Spring

|         |  |
|---------|--|
| NPA 514 | Economic Foundations of Public Policy          |
| NCC 503 | Introduction to Computer Programming           |
| NCC 504 | Introduction to Management Information Systems |
| — —     | Elective                                       |
| — —     | Elective                                       |
| — —     | Elective                                       |

#### Year One: Summer

Public Internship Program of professional employment

#### Year Two: Fall

|         |  |
|---------|--|
| NPA 518 | Public Administration Colloquium                         |
| NPA 523 | Policy Considerations: The Business-Government Interface |
| — —     | Elective   |

#### Year Two: Spring

|         |   |
|---------|---|
| NCE 526 | Problems and Practices: The Business-Government Interface |
| — —     | Elective  |

*Note: Electives may be taken from B&PA and other Cornell graduate programs. See pages 54–56 for a listing of B&PA electives of particular interest to public program students.*

*\*Required for M.P.A. degree.*



## PUBLIC ADMINISTRATION COLLOQUIUM

The Public Administration Colloquium (NPA 518) brings a number of visitors from government, the public interest sector, and private organizations to the school to discuss public policy and management issues with faculty and students. It gives students contact with professionals from the fields they intend to enter and an opportunity to discuss how their course work and career objectives relate to the world of public affairs. The colloquium also gives students who are pursuing different courses of study and career objectives an opportunity to meet on a regular basis to discuss common interests with one another and with the faculty.

## SUMMER INTERNSHIPS

As an important complement to their academic work, public program students normally work in

public or private agencies in positions related to public affairs during the summer between the two years of their study program. The school's faculty and staff assist students in finding summer positions that relate closely to their study programs and their career plans. Students are placed with executive and legislative units of national, state, and local governments; consulting firms; public interest organizations; and international agencies. The experience provided by such employment has proved invaluable in enhancing the students' understanding of government operations, in developing their focus for the second year of study, and in guiding their career decisions.

## CAREER OPPORTUNITIES

Graduates of the Cornell public program have moved into public sector responsibilities in a broad variety of assignments. They have found jobs in the policy and managerial and analytical areas with executive and legislative bodies,

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### Recommended Schedule of Courses for Candidates for the M.B.A. Degree with Emphasis on Public Administration

#### Year One: Fall

NPP 500 The Conduct of Public Affairs  
 NPA 518 Public Administration Colloquium  
 NCC 500 Managerial Accounting\*  
 NCC 501 Quantitative Methods for Management\*  
 NCC 502 Economic Principles for Management\*  
 NCE 540 Organization Theory and Behavior\*  
 OR  
 NCE 541 Personnel Administration and Human Relations

#### Year One: Spring

NPA 514 Economic Foundations of Public Policy  
 NPA 524 Public Applications and Extensions of Managerial Finance  
 NBP 500 Marketing Management\*  
 NBP 502 Introduction to Managerial Finance\*  
 NCC 503 Introduction to Computer Programming\*  
 NCC 504 Introduction to Management Information Systems\*

#### Year One: Summer

Public Internship Program of professional employment

#### Year Two: Fall

NPA 518 Public Administration Colloquium  
 NPA 523 Policy Considerations: The Business-Government Interface†  
 OR  
 NBP 503 Business Policy\*†  
 NBP 501 Production and Operations Management\*  
 — — Elective  
 — — Elective

#### Year Two: Spring

NCE 526 Problems and Practices: The Business-Government Interface  
 — — Elective  
 — — Elective  
 — — Elective

Note: Electives may be taken from B&PA and other Cornell graduate programs.

\*Required for M.B.A. degree.

†Either course may fulfill the M.B.A. degree requirement.

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financial institutions, public-oriented businesses, consulting groups, news media, and public-interest and professional organizations. A number of the school's graduates work with international agencies and foreign governments. The expansion of government activities at the state and local levels in recent years has meant a corresponding expansion of career opportunities with municipal and state governments and regional organizations.

In addition, increased government regulation of private sector activities creates opportunities for public program graduates to work at the interface of the public and private sector in banks, consulting firms, and corporations.

**Note:** A special booklet entitled *Public Management at Cornell* may be obtained from the Director of Admissions and Student Affairs, Graduate School of Business and Public Administration, Cornell University, Malott Hall, Ithaca, New York 14853.

## Sloan Program in Hospital and Health Services Administration

### OBJECTIVES

The Sloan Program in Hospital and Health Services Administration was established in 1954 by a grant from the Alfred P. Sloan Foundation. It was among the first programs of its kind to become an integral part of a graduate school of management

To prepare executives for leadership in the increasingly complex health sector, the Sloan program offers an intensive two-year academic program, combining an emphasis on managerial sciences with program planning and evaluation and policy development. The program leads to one of three master's degrees: Master of Professional Studies—Hospital and Health Services Administration (M.P.S. [H.H.S.A.]), Master of Public Administration (M.P.A.), or Master of Business Administration (M.B.A.). Depending upon their particular interests, Sloan students may pursue any of these degrees while majoring in hospital and health services administration. Regardless of choice of degree, ample time for electives provides students with opportunities to develop concentrations in technical areas that will satisfy the changing priorities of employers in the health sector.

### CURRICULUM

As indicated in the recommended course schedule chart, all Sloan students are required to take a core of instruction to gain a common background in such management science skills as quantitative techniques for decision making, managerial economics, organizational theory, and computer applications. In addition, all Sloan students are required to complete (1) the core courses for a major in hospital and health services administration, (2) five health electives taught by the Sloan faculty, and (3) a twelve-week summer practicum. A student may sometimes be exempted from certain required courses upon examination, and in that case may take additional electives. All Sloan students are required to have as their adviser a member of the Sloan faculty.

The curriculum is intended to provide a balance between management techniques and policy and planning skills. An understanding of developmental, sociopolitical, and ethical factors essential to responsible decision making in the health services field is stressed. Recent trends are blurring the conventional distinctions that have separated hospital administration from other kinds of health administration and planning. The aim, therefore, is to foster understanding of comprehensive, integrated delivery and planning systems. On this basis, students can make individual career plans that are flexible and innovative.

### DEGREE OPTIONS

The requirements described above are sufficient to obtain the M.P.S. (H.H.S.A.) degree. Sloan students opting for the M.B.A. or M.P.A. degree must satisfy all of the requirements specified for those degrees. The requirements for each degree that are additional to those for the M.P.S. (H.H.S.A.) degree are listed below.

#### Additional Requirements, for the M.B.A.

|         |  |
|---------|--|
| NBP 500 | Marketing Management                                     |
| NBP 501 | Production and Operations Management                     |
| OR      |  |
| NHA 509 | Health Operations Management and Planning                |
| NBP 502 | Introduction to Managerial Finance                       |
| NBP 503 | Business Policy  |
| OR      |  |
| NPA 523 | Policy Considerations: The Business-Government Interface |

## Recommended Schedule of Courses for Master's Degree Candidates in Hospital and Health Services Administration

### Year One: Fall

|         |  |
|---------|--|
| NHP 500 | Introduction to Hospital and Medical Care Organization |
| NCC 500 | Managerial Accounting                                  |
| NCC 501 | Quantitative Methods for Management                    |
| NCC 502 | Economic Principles for Management                     |
| NCE 540 | Organization Theory and Behavior                       |
| OR      |  |
| NCE 541 | Personnel Administration and Human Relations           |

### Year One: Spring

|         |  |
|---------|--|
| NHA 518 | Financial Management of Hospitals                                |
| OR      |  |
| NBP 502 | Introduction to Managerial Finance*                              |
| NHA 503 | Sociopolitical Aspects of Community Health Services and Delivery |
| OR      |  |
| NHA 507 | Health and Welfare Policy†                                       |
| NCC 503 | Introduction to Computer Programming                             |
| NCC 504 | Introduction to Management Information Systems                   |
| — —     | Elective   |
| — —     | Elective   |

### Year One: Summer

Summer Practicum

### Year Two: Fall

|     |          |
|-----|----------|
| — — | Elective |

### Year Two: Spring

|     |          |
|-----|----------|
| — — | Elective |

*Note: Unless otherwise indicated, all courses listed are required for the M.P.S. (H.H.S.A.) degree.*

*Note: Electives may be taken from B&PA and other Cornell graduate programs. However, at least five must be taught by the Sloan program faculty. Projects and field trips do not fulfill this requirement.*

*\*Recommended but not required for the M.P.S. (H.H.S.A.) degree.*

*†NHA 513 Health and Social Services Organization and Planning, taught in the spring, may be substituted for this requirement.*

## Additional Requirements, for the M.P.A.

NPP 500 The Conduct of Public Affairs

## SLOAN COLLOQUIUM

The Sloan Colloquium is held each Friday during the academic year and features informal talks by individuals active in a variety of capacities in the health care field. The colloquiums provide students with the opportunity to meet practitioners, ask specific questions about the work they do, and make contacts for eventual employment.

## FIELD TRIPS

In cooperation with The New York Hospital—Cornell Medical Center, Sloan students are given the opportunity to attend a week-long seminar in New York City on the administration of large teaching hospitals and medical centers. Knowledgeable practitioners meet with the students to discuss the realities of managing tertiary institutions. 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 and 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 Association and the American Medical Association, and with representatives of consumer interest groups.

## THE SUMMER PRACTICUM

In the summer months between the first and second academic years, Sloan students obtain work experience in a variety of health care organizations. Experienced preceptors orient students and assign them to conduct projects, studies, and a variety of administrative duties. This part of the curriculum is designed to promote an improved understanding of the complex problems associated with the financing, planning, organization, and delivery of health services in a "real-world" environment. The practicum also gives students a chance to reexamine their perceptions of professional career patterns and to make adjustments in their education in response to employment realities and personal aptitudes.

The total length of the practicum is twelve weeks. Stipends range from \$600 to \$1,000 a month, depending upon the institution and arrangements for room and board. The Placement Office coordinates the practicum arrangements, and students have a large number of alternatives from which to choose.

## CAREER OPPORTUNITIES

The nearly five hundred graduates of the Sloan program occupy positions of leadership in all areas of health care administration. Career opportunities exist in a variety of areas, such as:

- Medical centers and large teaching hospitals
- Community hospitals
- State and federal agencies
- Prepaid group-practice plans
- Health care consulting firms
- Mental health services
- Hospital associations
- Health planning and regulatory agencies
- Health insurance agencies
- Nursing homes and long-term care facilities
- Health care programs with private industry and trade unions
- Public health administration

The Sloan program's director of placement provides students with a full range of services. Students are given individual help with resume and cover letter preparation, job search

strategies, and interviewing techniques. The Placement Office communicates with more than one thousand hospitals, many public agencies, consulting firms, hospital associations, and the program's many alumni.

**Note:** A special brochure entitled *Graduate Study in Hospital and Health Services Administration* may be obtained from 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, public, or hospital and health services 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 the unit that administers the other graduate degree. The 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

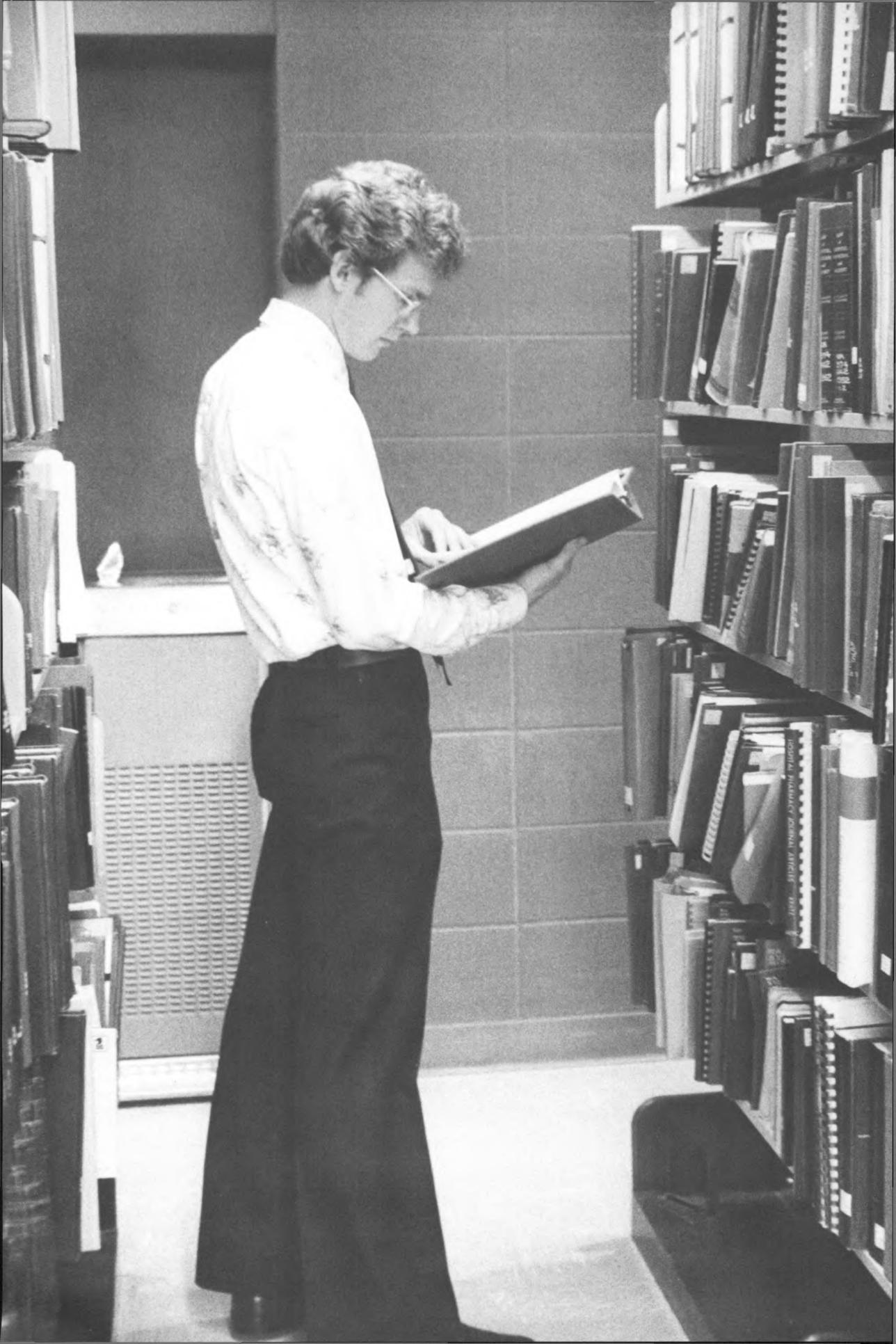
study and a master's degree from B&PA after the fifth year of study, rather than the normal sixth year. Admission to these combined degree programs is limited to particularly promising candidates, and careful planning is required for successful integration of the work of the two degree programs. Cornellians 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) is an interdisciplinary unit that promotes teaching and research on the interactions of science and technology with political and social institutions. The program draws its students, faculty, and research staff from departments in all colleges of the University. Topics of special concern include science, technology, and public policy; biology and society; technology assessment; citizen participation in technical decision making; arms control and national defense policies; energy policy; environmental law and ethics; and biomedical ethics. These and other subjects are studied through courses, graduate and faculty seminars, workshops, and research projects.

In cooperation with other University departments and centers, STS participates in the development of 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 and technology, and the needs, values, and institutions of modern societies. The program sponsors the undergraduate biology and society major in the College of Arts and Sciences and offers a science policy "stream" within the graduate minor Field of Public Policy. Limited support is available to graduate students whose studies fall within the program's scope. Such support can be in the form of full or partial fellowships, research or teaching assistantships, or grants to cover research expenses.

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



# VI. Curriculum

This section lists and describes the courses offered by B&PA, including those courses offered jointly by B&PA with another school or college on the campus. Students are strongly urged to consult course schedules published by the Office of the Registrar 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 — that may be of interest. For information on the content of these courses, the student should consult *Cornell University: Description of Courses*.

**Note:** Brackets surrounding a course description indicate that that course will not be taught in the academic year 1979–80. Any courses mentioned but not described in this publication are described in *Cornell University: Description of Courses*.

## Common Core Courses

### NCC 500

**Managerial Accounting.** First semester. Three credits.

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. Three credits.

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, B&PA 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 pages 9–10 of this catalog.

### NCC 502

**Economic Principles for Management.** First semester. Three credits.

The fundamental concepts and principles of microeconomic 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

**Introduction to Computer Programming.** First seven weeks of each semester. One and one-half credits.

Students are introduced to computers and computer programming using BASIC, a programming language.

### **NCC 504**

#### **Introduction to Management Information Systems.**

Second seven weeks of each semester. One and one-half credits.

This course surveys the design and use of information systems for data management and financial reporting. The basic concepts of computer simulation and modeling are also introduced.

## **Program Core Courses**

### **M.B.A. CANDIDATES**

#### **NBP 500**

**Marketing Management.** First and second semesters. Three credits.

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 social and management sciences. These problems are approached within the framework of the changing environment of the firm. Non-B&PA students must take NBP 500 in the fall; the spring semester course is open only to B&PA students. **Required for M.B.A.**

#### **NBP 501**

**Production and Operations Management.** First and second semesters. Three credits.

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, NCC 503, and NCC 504; or the equivalent. **Required for M.B.A.**

#### **NBP 502**

**Introduction to Managerial Finance.** First and second semesters. Three credits.

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 the capital asset pricing model. **Prerequisites:** NCC 500 and NCC 501 or the equivalent. **Required for M.B.A.**

#### **NBP 503**

**Business Policy.** First semester. Three credits.

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. (Note:** NPA 523 may be substituted for NBP 503.)

#### **NBP 504**

**Introduction to the Business-Government Interface.** Second semester. One credit.

The purpose of this course is to explore the influence of the economic, social, and legal environments 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. **Required for M.B.A.**

### **M.P.A. CANDIDATES**

#### **NPP 500**

**The Conduct of Public Affairs.** First semester. Three credits.

This course develops an understanding of the complex and value-loaded environment in which public officials apply their particular combinations of policy knowledge, analytical skills, and operating abilities. This understanding heightens the sensitivity of each student to the vitality and significance of public affairs. Although designed primarily for the future public official, it can also serve the needs of the future business executive anticipating extensive association with government officials. Course analysis focuses on three major relationships operating at all levels of government: (1) between legislators, political executives, bureaucrats, and judges; (2) between federal, state, local, and international bodies; and (3) between professional experts serving in advisory or administrative capacities and operating officials exercising political power. These relationships are examined in the decision-making context in which they operate, that is, policy formulation, planning and program development, resource allocation, program implementation, and program evaluation. The processes, cooperative-competitive interaction, and outcomes of public decision making are analyzed and compared as reflections of particular program characteristics. Specific attention is given to the organization and reorganization of public bureaucracies. Each student selects a particular public

program — such as some aspect of natural resource development, provision of welfare services, or regulation of private sector activity — as his or her vehicle for analyzing the relationships inherent in public decision making. Examination of selected readings is complemented by case discussion, preparation of three short papers or memoranda, and student presentations. **Required for M.P.A.**

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

### NHP 500

#### **Introduction to Hospital and Medical Care Organization.** First semester. Three credits.

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.**

## Elective Courses

### BUSINESS ADMINISTRATION PROGRAM

#### Accounting

##### NBA 500

**Intermediate Accounting.** First and second semesters. Three credits 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. Three credits.

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 situations requiring evaluation and reporting of financial results. **Prerequisite:** NBA 500 or permission of the instructor.

##### NBA 502

**Cost Accounting.** First and second semesters. Three credits each semester.

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, performance measurement, nonmanufacturing cost analysis, joint-cost problems, and transfer pricing. **Prerequisites:** NCC 500, NCC 501, and NCC 502 or their equivalent.

##### NBA 504

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

Three credits.

This course deals with both state and federal taxation and their impact on business and personal decision making. After a brief discussion of tax policy and state and local taxes, an in-depth examination is conducted of federal income and estate and gift taxes affecting individuals and businesses. Both tax management and tax reporting are stressed. **Prerequisite:** one course in accounting.

##### NBA 505

**Auditing.** Second semester. Three credits.

This course is designed for the student interested in a career in public accounting 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.

##### NBA 506

**Financial Information Evaluation.** First and second semesters. Three credits.

This course focuses on 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 in 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.

**NBA 507**

**Federal Income Tax.** First semester. Three credits.

Federal taxation of both personal and corporate income is examined. The intent is to develop an understanding of the essential provisions affecting tax liability and thus taxpayer decision making and planning. Illustrative tax provisions are traced to the Internal Revenue Code and Tax Court decisions. Consideration is given to the structuring of business activity to minimize income tax liability. Current legislation is used to illustrate the legislative process. The Internal Revenue Code is viewed as a tool of economic and social policy as well as a source of revenue. **Prerequisite:** one course in accounting.

**NBA 508**

**Advanced Cost Accounting.** Second semester. Three credits.

This course provides in-depth coverage of selected topics in managerial cost accounting and focuses on the economic evaluation of accounting information produced for decision making in the organization. The development of a general structure for evaluating internal accounting information precedes a consideration of specific topics, such as transfer pricing, cost variance analysis, cost allocation, profit planning, budgeting, and performance evaluation. Current trends in managerial cost accounting research are discussed with a view toward assessing their relevance for practicing accountants and other decision makers. **Prerequisite:** NBA 502.

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

**Law of Business Associations.** First semester. Four credits.

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 whose area of specialization is finance.

**NBA 511**

**Advanced Business Law.** Second semester. Four credits.

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 513**

**An Introduction to Estate Planning.** Second semester. One credit.

This course consists of fourteen sessions on the various aspects of estate-planning techniques. The law and use of trusts, the law of wills, federal and New York estate and gift taxes, and probate procedures are covered. This course cannot be taken by students enrolled in, or who have taken, NBA 511.

**Finance****NBA 514**

**Financial Policy Decisions.** First semester. Three credits.

This course deals with quantitative decision models for different types of financing methods, starting with leases and different types of bonds and proceeding to preferred stock and convertible securities. The topics covered include common stock, capital structure decisions and cost of capital, dividend policy, mergers, and acquisitions. The decision models are developed from the point of view of the issuing firm, with consideration given to the investor's viewpoint. Also included are leverage, bond refunding, and the term-structure of interest rates. A combination of lecture, discussion, and cases is used. **Prerequisite:** open to second-year students who have had basic accounting, statistics, and finance.

**NBA 515**

**Short-Term Financial Management.** Second semester. Three credits.

This course focuses on the efficient management of short-term assets and liabilities. Topics covered include forecasting, general analysis, planning, decision making, and investing as they pertain to short-term assets. The viewpoint assumed is that of corporate treasurers or members of their departments. Quantitative methods are discussed and evaluated as tools for understanding a problem, not necessarily solving it. **Prerequisites:** NCC 501, NCC 503, NCC 504, NBP 501, and NBP 502.

**NBA 516**

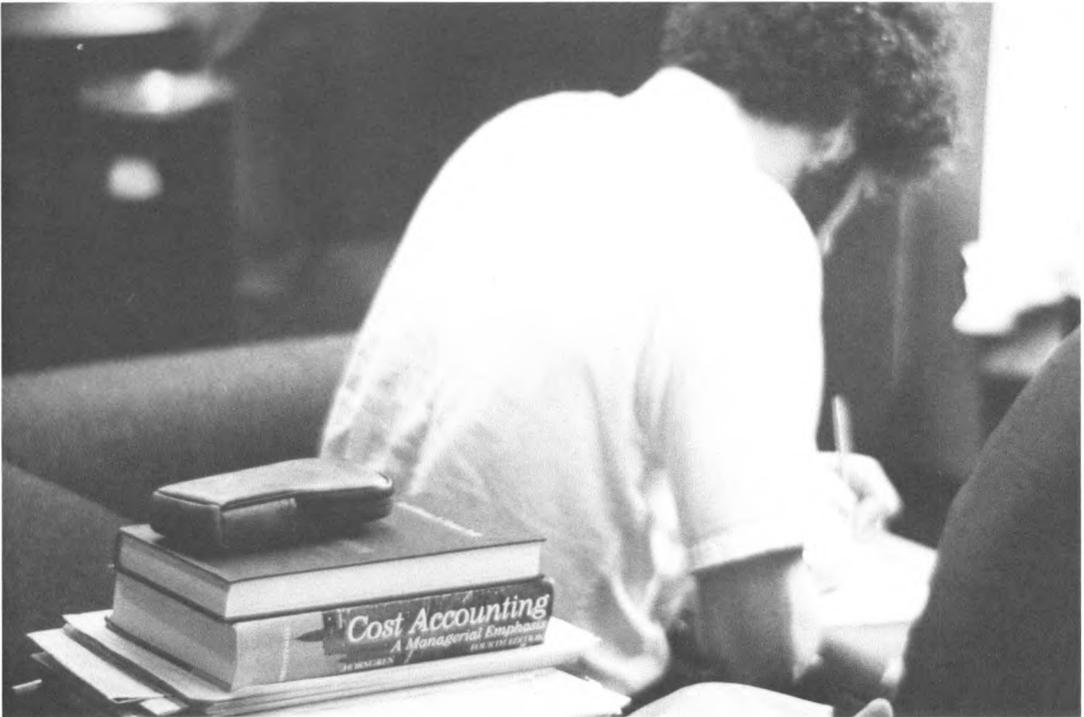
**Investment Management.** Second semester. Three credits.

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, NCC 504, NBP 502, and NBA 521.

**[NBA 517**

**Economics of Securities Markets.** First semester. Three credits. Not offered in 1979–80.

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 transaction 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. **Prerequisite:** NBP 502 or permission of instructor.]

**NBA 518**

**Financial Markets and Institutions.** First semester. Three credits.

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 how central bank operations affect commercial banks. The use of quantitative techniques for modeling economic theory is stressed.

**[NBA 519**

**Seminar in Bank Management.** Second semester. Four credits. Not offered in 1979–80.

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 NBA 518 or permission of the instructor.]

**NBA 521**

**Finance Theory.** First and second semesters. Three credits.

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 models studied include utility and portfolio theory, the capital asset pricing model, the option pricing model, and the state preference model. This course is recommended for finance majors. **Prerequisite:** NBP 502.

**NBA 523**

**Topics in International Financial Management.**

First semester. Two credits.

This seminar considers several problems related to international financial management. The viewpoint is that of an executive in a multinational corporation. Topics for discussion include the foreign exchange market, the Eurocurrency market, exchange risk, exposure management, and international 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. Three credits.

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

**Prerequisites:** NBA 516 and NBA 521 or permission of the instructor.

**NBA 525**

**Corporate Financial Management.** Second semester. Three credits.

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. **Prerequisite:** NBA 503 and NBA 521 or permission of the instructor.

**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 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. One credit. Not offered in 1979–80.

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 sales representatives 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. Four credits.

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 or permission of the instructor.

**NBA 542**

**Advertising Management.** Second semester. Three credits.

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.** Second semester. Three credits.

This course provides a balance between theoretical and practical approaches to strategic planning for marketing decisions. Marketing policy areas and market conditions are analyzed in depth in the lectures. Case analyses and guest speakers from industry provide a view of the operational aspects of marketing strategy. Student teams participate in a marketing strategy simulation exercise and work on strategy projects applied to actual firms. **Prerequisite:** second-year standing or permission of the instructor.

**NBA 544**

**Seminar in Marketing Strategy: Topics and Cases.**

First semester. Two credits.

This course is a second-level course in marketing planning and strategy development. Selected topics will be discussed through analyses of published cases and presentations of actual cases from industry. Students will be required to make professional presentations (oral and written) of their case analyses. **Prerequisite:** NBP 500 or permission of the instructor.

**NBA 545**

**Management of Marketing Intermediaries.** First semester. Two credits.

This course covers three broad topics: (1) study of conventional marketing systems and institutions; (2) design of normative marketing systems and channels; and (3) management of the marketing channel. Practical applications of models in the marketing literature, lectures, and readings are combined to help identify fundamental issues in distribution management. This course is offered during the last seven weeks of the first semester. **Prerequisite:** NCC 502, NBP 500, or permission of the instructor.

**NBA 546**

**Marketing Decision Models.** Second semester.

Three credits.

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

addition, models of consumer choice will be discussed. **Prerequisite:** NBP 500 or permission of the instructor.

#### **NBA 547**

**Demand Analysis for Marketing Planning.** First semester. Two credits.

Planning for change in business and nonbusiness organizations requires an understanding of the determinants of demand for goods and services. This course provides a multidisciplinary, nonmathematical approach for demand analysis by applying concepts and models from the behavioral sciences and economics. Examples include the demand for transportation, energy, health care services, as well as industrial and consumer goods. Students are required to design a demand analysis study. This course is held the first seven weeks of the first semester. **Prerequisite:** NBP 500 or permission of the instructor.

#### **NBA 548**

**Industrial Marketing.** First half of first semester. Two or three credits.

This course focuses on problems facing marketers of industrial goods and services. The topics include processes of industrial buying, forecasting of demand, prices and technology in markets for industrial products, management of the sales force, product design, pricing strategy, selection of distribution channels, and methods of communication. Lectures and case discussions 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. Three credits. Not offered in 1979–80.

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. One or two credits, depending on topic.

This course will be devoted to an in-depth examination of one selected topic in marketing. The topic will vary from year to year. Some possible topics are stochastic models of consumer choice, interrelationships among functional areas in a corporation, new product demand forecasting, product policy, international marketing, and public policy and regulation. **Prerequisite:** permission of instructor.

#### **NBA 551**

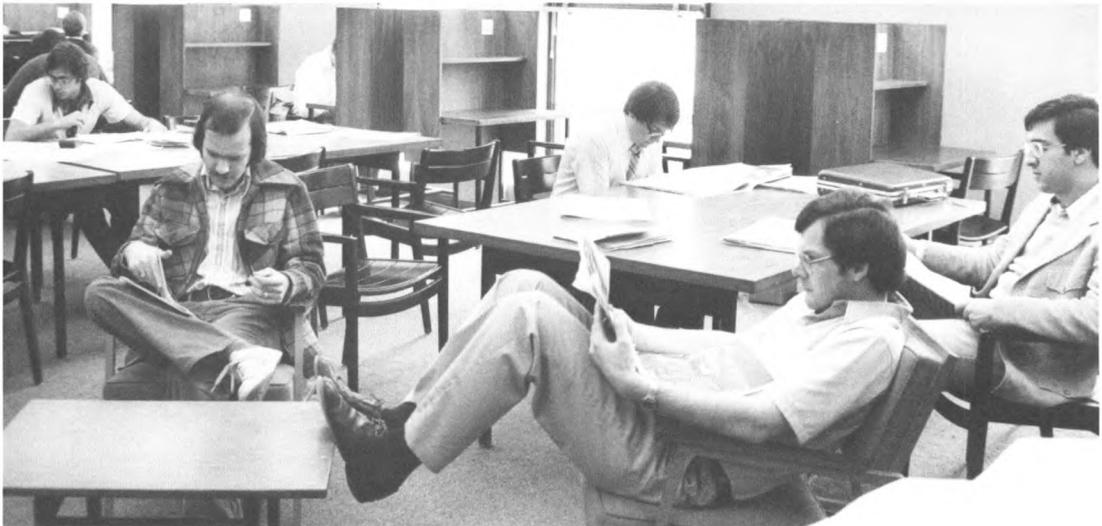
**Topics in Consumer Behavior.** Second semester. Three credits.

This course discusses selected topics in the field of consumer behavior, as they apply to marketing management. Current research in the behavioral sciences is introduced as an aid to considering various issues in the field. Students work in teams on applied cases and present their analyses. In addition they work individually on semester projects or research papers. **Prerequisite:** NBP 500 or permission of the instructor.

#### **NBA 552**

**Seminar in Current Marketing Research.** Second semester. No credit.

This seminar reviews and appraises selected trends in current research in marketing. While topics may vary from year to year, they generally include stochastic models of choice behavior, advances in behavioral theories of marketing, public-policy-oriented marketing research, advances in methods of analysis of marketing data, and multidimensional scaling and measurement. The seminar is directed toward doctoral and advanced master's degree students. Various faculty members will also participate in the discussions.



## Production and Operations Management

### [NBA 560

#### **Problems and Techniques in Production**

**Management.** First semester. Three credits. Not offered in 1979–80.

Major economic decision problems in production management are examined, including process and equipment selection, aggregate production planning and scheduling, production and inventory control, project control, assembly-line balancing, and sampling inspection and quality control. Several quantitative techniques are discussed, but the emphasis is on the application of these and other 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. Three credits. Not offered in 1979–80.

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 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. Three credits.

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, selection of channels of distribution and modes of transportation, management of overall material flow, management of large-scale inventory systems, and organizational structure. Case studies constitute 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 NCE 562 Operations Research I and NCE 563 Operations Research II.

### NBA 565

**Small Business and the Entrepreneur.** Second semester. Three credits.

This course covers procedures for organizing and managing a small business, as well as motives and design alternatives for new enterprises. Topics such as market analysis, finance, and operations analysis are discussed, along with methodologies specialized for small businesses. The problems of small businesses are examined; for example, why the failure rate is so

great. The rewards of a small business, both financial and as a means of creative expression, are discussed. Actual and idealized case studies are used, and each student researches a new business venture in depth. **Prerequisite:** permission of the instructor.

## PUBLIC ADMINISTRATION PROGRAM

### NPA 500

**Urban Government Operations.** Second semester. Three credits.

This elective course is designed for graduate students in public administration and related disciplines and for 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 managerial responses that elected and appointed officials make to the opportunities and problems that face the urban community. Through examination of interacting substantive and political managerial issues, it attempts to develop the student's knowledge and convictions regarding government leadership, systems analysis, planning and evaluation, urban bureaucracy, resource development and allocations, as well as metrogovernment reorganization.

### NPA 504

**Science, Technology, and Public Policy (also Government 426).** Second semester. Four credits.

This course reviews the major trends, issues, and implications of public policies that support scientific research and technological innovation. The readings and class sessions are intended to give a historical overview of government's role in science and technology and to examine the mechanisms of public support, the organization of policy making in science, the role of scientists and conventional politics in science policy, and the impact of public policy on university research and industrial research and development (R&D). Issues specific to several sectors of R&D policy — defense, energy, biomedical research, and foreign affairs — are covered.

### NPA 505

**Public Financial Management.** Second semester. Three credits.

This course introduces the basic principles and actual practices of managing financial resources in public organizations and covers budgeting systems at the federal, state, and local levels. It focuses on the application of financial and management 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 435).** First semester. Four credits.

Not offered in 1979–80.

The course provides a comparative analysis of municipal and local government policies in Britain, France, and the United States. 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 I and II.** First and second semesters. Three credits each semester.

This seminar is designed primarily for the participants in the Education for Public Management Program (EPM) (see page 76). It attempts to increase the participants' 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 and discussions with practitioners and academicians from other parts of the University.

#### **[NPA 509–510**

**Democracy at Bay: Politics of Policymaking in Britain and France (also Government 456–457).**

First and second semesters. Four credits each semester. Not offered in 1979–80.

This course examines how the growth of the welfare state in Britain and France has affected policymaking, and the institutional and political limitations on policy in each country and the consequent effects on democratic participation. Major policy issues such as administrative reform, economic planning, labor relations, and migrant labor and housing will be used to assess whether democratic participation can influence public policy.]

#### **NPA 512**

**Seminar in Public Systems Analysis.** Second semester. Three credits.

Organized around significant problems of society, the subject matter in this seminar is different from year to year and involves a mix of technological, social, economic, and political considerations. Projects involving team efforts are emphasized and generally directed toward issues of urgent current interest. 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 514**

**Economic Foundations of Public Policy.** Second semester. Three credits.

This course examines the aspects of economic theory relevant to government activity. The methods of translating individual preferences into collective action are studied. Welfare economies, externalities, and property rights are considered in relation to government activity. The effects of government intervention through regulation and taxation are also examined. Finally models of governmental and bureaucratic behavior are considered.

#### **NPA 515**

**The Politics of Technical Decisions I (also CRP 533 and Government 629).** First semester. Four credits.

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.

#### **NPA 516**

**The Politics of Technical Decisions II.** Second semester. Four credits.

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 semester. One credit.

Faculty members and guest speakers from local, state, and federal government, legislatures, public interest groups, and other organizations meet weekly with students for lectures and informal discussion of public affairs issues and research.

#### **NPA 520**

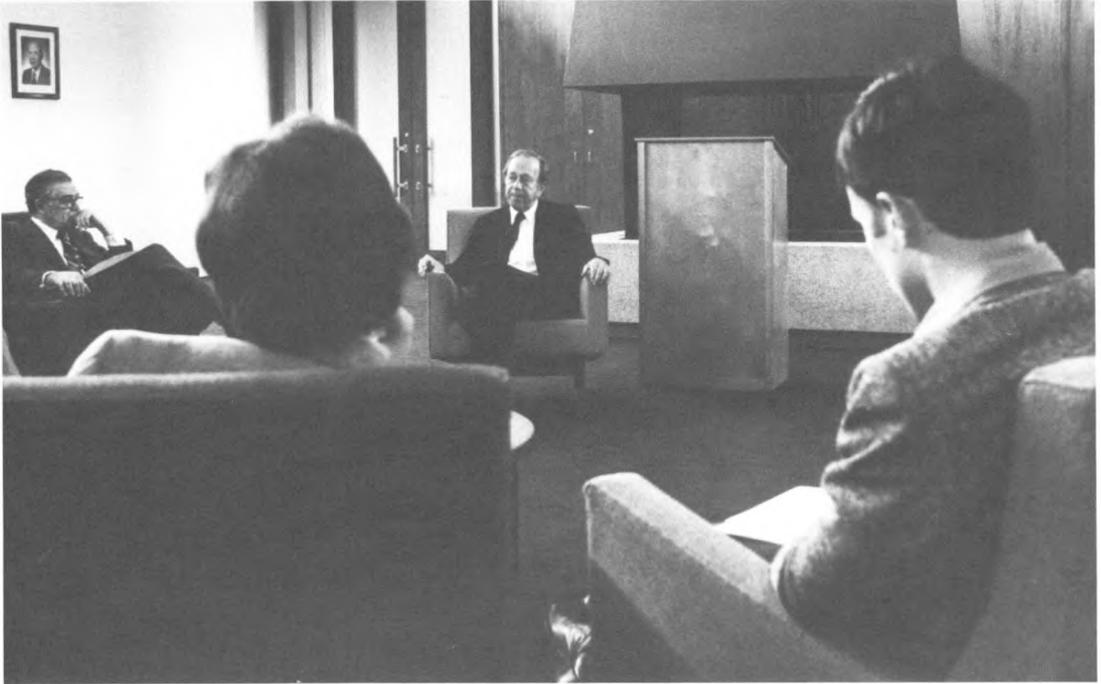
**Legal Methods (also Civil and Environmental Engineering B614).** Second semester. Three credits.

This course is an introduction to the structure and operation of the United States legal system, using the development of legal analysis and basic legal research skills.

#### **NPA 521**

**Energy and Public Policy.** First semester. Three credits.

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.



*Thornton Bradshaw, president of Atlantic Richfield, discussed oil company policies with the B&PA community during an Executive Forum.*

**NPA 523**  
**Policy Considerations: The Business-Government Interface.** First semester. Three credits.

This course deals with the formulation and implementation of public policies on major issues from the perspective of officials responsible for deciding the issue in question, of the business executive whose activities are influenced by that issue, and of the general public. These often conflicting, and sometimes complementary, viewpoints are examined for their significance in achieving consensus on a given question. This course requires the students' active and imaginative participation. They may be asked to develop position papers for their constituencies and to argue their positions; to formulate strategies and tactics to ensure "proper" resolution of policy debates; or to develop comprehensive programs to ensure effective implementation of policies already established. Written and live cases, mock hearings, and debates as well as written presentations are employed.

**NPA 524**  
**Public Applications and Extensions of Managerial Finance.** Second semester. Two credits.

This course extends and applies many of the concepts examined in NBP 502 Introduction to Managerial Finance. In the first part of the course, major emphasis is placed, through case studies, on cost-benefit analysis, the measurement of social benefits, and the choice of a discount rate in public decision-making analysis. The second part of the course is directed toward various financial problems such as municipal debt ratings and management, municipal budgeting, and municipal pension fund management. A brief

introduction to the financial aspects of regulatory economics and analysis is also provided.

**[NPA 525**  
**Urban Service Systems.** First semester. Three credits.  
 Not offered in 1979-80.

This course explores a set of urban service systems and support functions: municipal budgeting, education services, transportation, streets and roads, water and sewage, solid waste collection and disposal, criminal justice (police, prisons, courts), fire protection, parks and recreation, libraries, public health, and environmental protection. Topics such as appropriate measures of effectiveness, cost-benefit analysis, equity versus efficiency, flexibility and reliability versus efficiency, time horizon and scope of analysis, the economics and politics of change, program planning and budgeting, and the ethics of analysis are covered. Similarities of problems in different urban service systems are stressed. Each student chooses one area of specialization and then does a political-organizational analysis, a financial analysis, and a systems management evaluation of that service. Work is performed in the context of a client from city government. **Prerequisite:** a course in quantitative methods of analysis or permission of the instructor.]

## HOSPITAL AND HEALTH SERVICES ADMINISTRATION PROGRAM

**NHA 500**  
**Social Psychology of Health Organizations.** Second semester. Three credits.

This course provides an introduction to the major

issues and problem areas in health care that have important sociological and psychological dimensions. 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. Three credits.

The course is designed for students interested in the hospital planning process who may be pursuing careers in hospital management or health planning. It attempts to apply and develop the students' knowledge, skills, and analytical abilities regarding the planning and delivery of health services at the institutional level. The main focus of the course is on the corporate planning process in hospitals and the interface with community, regional, and state health planning. The corporate planning process is viewed as an essential part of the management responsibility, a continuing action-oriented endeavor that enables the organization to cope with change and meet community health care needs. The course begins with an overview of area health planning and the implications for hospital planning. Organizational and technical requirements of the corporate planning process are emphasized, as well as the human-political dimensions of program planning and implementation. Preparation of a hospital planning proposal by the student helps to focus and synthesize the course sessions and materials.

#### **NHA 502**

**Psychiatric Institutions: Administration and Practice.** Second semester. Three credits.

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 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. Three credits. Not offered in 1979–80.

The aim of the course is to provide future administrators, planners, and researchers with an introduction to social theory and research useful for the planning and delivery of noninstitutional health services. Primary care is viewed as having little in common with hospital-oriented medicine, and the implications for manpower training and the organization of services and referral systems are discussed. Major foci involve (a) the goals and

principles of regional health planning; (b) the role of cultural, social, and psychological factors in the initiation and utilization of first-contact health services; (c) unresolved issues in the organization of primary care services; (d) the potential of health education for changing harmful life styles and for promoting greater self-responsibility for health maintenance; and (e) community organization and decision making. Among the specific topics covered are the limitations of formal theories and methods for coping with current realities in policy making and planning; disease and its interpretation; sick role theory; health education; community power structure theory; consumer participation; and models of social change. Developments and issues in England, Sweden, and the Union of Soviet Socialist Republics are described, to provide a perspective of alternatives and trends relevant to the future of first-contact medicine and areawide health planning in the United States.]

#### **NHA 504**

**Legal Aspects of Hospital Administration.** First semester. Two credits.

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; and confidential communications.

#### **NHA 505**

**Health Services Research and Evaluation.** Second semester. Three credits.

The course is a critical survey of 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. Three credits.

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. Four credits.

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 mainspring force of institutionalized systems for the provision of health 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 to explain underlying assumptions and an analysis of the consequences of policy alternatives are key aims of the course.

#### **NHA 508**

##### **Health Maintenance Organization Development and Management.** Second semester. One credit.

The major goal of this course is to provide students with a conceptual framework for understanding the role of prepaid group practice in today's health economy and to provide practical field experience in the planning, development, and operation of health maintenance organizations.

#### **NHA 509**

##### **Health Operations Management and Planning.**

First semester. Three credits.

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 readings. **Prerequisites:** NCC 501, NCC 503, and NCC 504; or the equivalent.

#### **NHA 510**

##### **Seminar in Hospital Governance and Decision Making.** Second semester. Three credits.

Designed as an integrating capstone course for second-year students interested in hospital and health services management, the seminar focuses on institutional governance and decision making and attempts to develop the students' problem-solving and written skills through the analysis of cases. A number of major themes are explored, such as hospital objectives, governance and structure, organizational change, motivation and behavior, and management control and style.

#### **NHA 511**

##### **Field Studies in Health Administration and Planning.** First and second semesters. Variable credit.

Students interested in developing administrative and program planning research skills will be given an opportunity to evaluate an ongoing 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.



**[NHA 513****Health and Social Services Organization and****Planning.** Second semester. Three credits.

Not offered in 1979–80.

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 in long-term care for the clinically ill and the aged. These policy directions include the dehospitalization of treatment of the long-term ill in nursing homes and mental hospitals; 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 that 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 Union of Soviet Socialist Republics) are considered, to help illuminate policy and planning options in the United States 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.

One credit.

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****Orientation to Tertiary Hospital Services.**

Intersession between first and second semesters. One credit.

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, et cetera. 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.**NHA 516****Selected Topics in the Administration of Teaching****Hospitals.** Intersession between first and second semesters. One credit.

As a follow-up to NHA 515, the New York Hospital provides a second week of in-depth study of specific issues in managing a large teaching hospital: ambulatory care, facility planning and project management, finance, inpatient services, patient representation, and risk management. The week's focus on specific issues requires selection in advance of the students and their general areas of interest. Approximately five students attend and they are assigned an adviser, determined by the issue they choose and the approval of the course instructor. A short bibliography and reading material appropriate to the selected issue are starting points for the week's work. The student meets daily with the course instructor for tutorials. Students are evaluated on their thoroughness in researching the issue and quality of participation in the daily conferences. A capsule summary is presented at the end of the course to the hospital director.

**NHA 517****Introduction to Clinical Medicine: The Physician, the Hospital, and the Delivery of Medical Care.**

Second semester. Two credits.

The principal aim of this course is to give insights into the rationales and attitudes of physicians in regard to medical practices. Initially, principles of epidemiology are presented, both as a background for understanding trends and goals in health care and as a means of introducing clinical orientation and methods. Attention is then focused on the training and acculturation of physicians. The roles and interrelationships of generalists, specialists, and allied health personnel are discussed. The scientific and technological bases for medical care are evaluated. Finally, the relationships between physicians and administrators are examined.

**NHA 518****Financial Management of Hospitals.** Second semester. Three credits.

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.

**NHA 519****Comparative Developments in Health Services.**

Second semester. One credit.

This course covers the trends in health services management in Western Europe, in order to improve students' understanding of contemporary United States



*Administrators, alumni, and students contribute time and energy toward raising funds for the school during the annual Phonathon.*

health care delivery issues, together with alternative solutions to problems involving the organization and management of hospital and related health services.

#### **NHA 520**

**Labor Relations in the Health Industry.** Second semester. One credit.

This course provides an overview of the major topics and current issues of unionization in the health industry. It emphasizes a practical, direct approach to dealing with union organizing and elections, collective bargaining, strikes, and labor contract administration in the health industry. The history of unionization in the field and an analysis of applicable laws are covered. Particular emphasis is placed on the role of government and other regulatory agencies in the negotiation process. Students work with current actual cases and materials. Appropriate films and guest speakers are also utilized. A short research paper on one of the topics covered in the course is required.

#### **NHA 21**

**State Government Health Policy Seminar.** Spring recess. One credit.

This in-field seminar provides students with the opportunity to gain firsthand knowledge of the formation of health policy at the state level. A series of meetings are arranged with members of the legislature, officials of state agencies such as the departments of health and mental hygiene, and with representatives of key lobby groups. Issues for discussion include health planning and control of capital expenditures, hospital reimbursement systems, and regulatory reform. Background information on the legislative process and pending health-care legislation is provided before the seminar, and an assignment is made.

## COMMON ELECTIVE COURSES

### Accounting

#### **NCE 500**

**Fund Accounting.** Second semester. One credit.

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.** First semester. Three credits.

This course is divided into two major sections dealing with issues at the national or global level: International Trade: Theory and Policy and International Finance: Theory and Policy. The first section examines the rationale for international trade and the arguments for various protectionist policies and their effects. 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. **Prerequisite:** NCC 502 or permission of the instructor.

#### **[NCE 507**

**American Business Operations Abroad.** First semester. Three credits. Not offered in 1979–80.

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 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. Three credits. Not offered in 1979–80.

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. Three credits. Not offered in 1979–80.

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 514**

**Administration of Agricultural and Rural Development (also Government 692 and International Agriculture 603).** Second semester. Three credits.

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, some of which are listed below.

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**

**Applied Economic Development**

**674**

**Economic Systems**

Department of Government:

**181**

**Introduction to International Relations**

**386**

**Economic Issues in International Relations**

**Managerial Economics and Economic Policy****NCE 524**

**Economic Evaluation of Capital Investment Projects.** Second semester. Three credits.

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. For a term paper, students are encouraged to analyze a real capital investment project, but other topics are possible. **Prerequisites:** NCC 501 and NBP 502.

**NCE 526**

**Problems and Practices: The Business-Government Interface.** Second semester.

Three credits.

This course deals with the interaction between business and government in a mixed economy. The particular interests of businessmen, of government officials and administrators, and of consumers sometimes conflict and sometimes coincide, as the varying pressures of such an economy play on them. To appreciate the different incentives influencing each party as they interface, students are asked to take the role of each party in evaluating cases, problems, readings, concepts, and theories for dealing most effectively with business-government interaction.

**NCE 527**

**American Industry: Economic Analysis and Public Policy.** Second semester. Three credits.

The first part of this course presents a framework of analysis in which problems of market power and economic welfare can be examined. In the second half of the course this framework is applied to conditions found in American industry, in order both to evaluate industrial performance from the point of view of society and to consider actual and proposed measures of public policy. Presentations and discussions by members of the class are stressed in the second half of the course.

**NCE 528**

**Topics in Managerial Economics.** Second semester. Three credits.

This course is designed to assist the student in developing analytic capabilities. The student is required to use training in economics, finance, and quantitative methods in real-world situations requiring managerial decisions. The class focuses on several problems, cases, and research projects from the public and private sectors. Individual and group papers — especially short decision memoranda on particular topics — are assigned, some for submission in draft form to be revised after being critiqued. Oral presentation of analyses and recommendations is also assigned. Active participation in class discussions and analyses is a requirement of the course.

**[NCE 529**

**The Economics of Pollution Control.** Second semester. Three credits. Not offered in 1979–80.

Pollution results from a flaw in private market mechanisms: the costs of pollution fall on persons other than those who make the economic decisions that result in the creation of pollution. This course focuses on the social and economic mechanisms required to overcome that flaw most efficiently, giving due regard to the viewpoints of the businessman, the consumer, and the public official. These issues are analyzed through the use of landmark articles, general readings, case analyses, class discussions, and student papers.]

**Note:** Students interested in managerial economics should also consider the following courses offered by 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 those listed below.

Department of Economics:

**519–520**

**Quantitative Methods**

**551**

**Industrial Organization**

**552**

**Public Regulation of Business**

**561**

**International Theory and Policy**

**562**

**International Monetary Theory and Policy**

**572**

**Applied Economic Development**

**635**

**Public Finance: Resource Allocation and Fiscal Policy**

**642**

**Seminar in 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. Three credits.

Theories and empirical research on human behavior in 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 are used extensively, and fieldwork is assigned to give students familiarity with elementary social science tools, such as interviewing and questionnaire construction.

**NCE 541**

**Personnel Administration and Human Relations.** First and second semesters. Three credits each semester.

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. Three credits.

The field of organizational development 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. Three credits. Not offered in 1979–80.

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.** First semester. Four credits. Not offered in 1979–80.

This seminar involves the intensive exploration of a selected aspect of behavior in complex organizations. In past years topics have included the presentation of one's self, theories of careers, and comparative organizational analysis. **Prerequisite:** permission of the instructor.]

**NCE 548****Behavioral Science and Managing.** Second semester. One credit.

The purpose of this course is to demonstrate behaviorally based tools that managers can use to make sense of what happens around them. Concepts chosen for presentation have a mixture of durability, usefulness, face validity, empirical validity, interest, and generality.

**NCE 549****Sociotechnical Issues in Office Automation.** Second semester. Three credits.

This course explores current trends in office automation and word processing. It is intended for students with a strong background in computers-MIS systems. Theories of organizational change and development will be reviewed, and the current state-of-the-art in word processing, electronic mail, text processing, software (including electronic filing and retrieval), and administrative automation are assessed. Students are then involved in a variety of projects, including system design, feasibility assessments, organizational analysis software, and technology assessment.

**NCE 551****Behavioral Decision Theory.** Second semester. Three credits.

This course is an examination of the ways in which individuals make decisions, especially under

conditions of uncertainty. Actual decision processes are compared with the normative economic and statistical decision theories. Specific heuristic aids are examined to discover the systematic biases they will produce. Applications to marketing, accounting, economics, and public policy are developed.

**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.

Four credits.

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.

Four credits.

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 hypothesis 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.

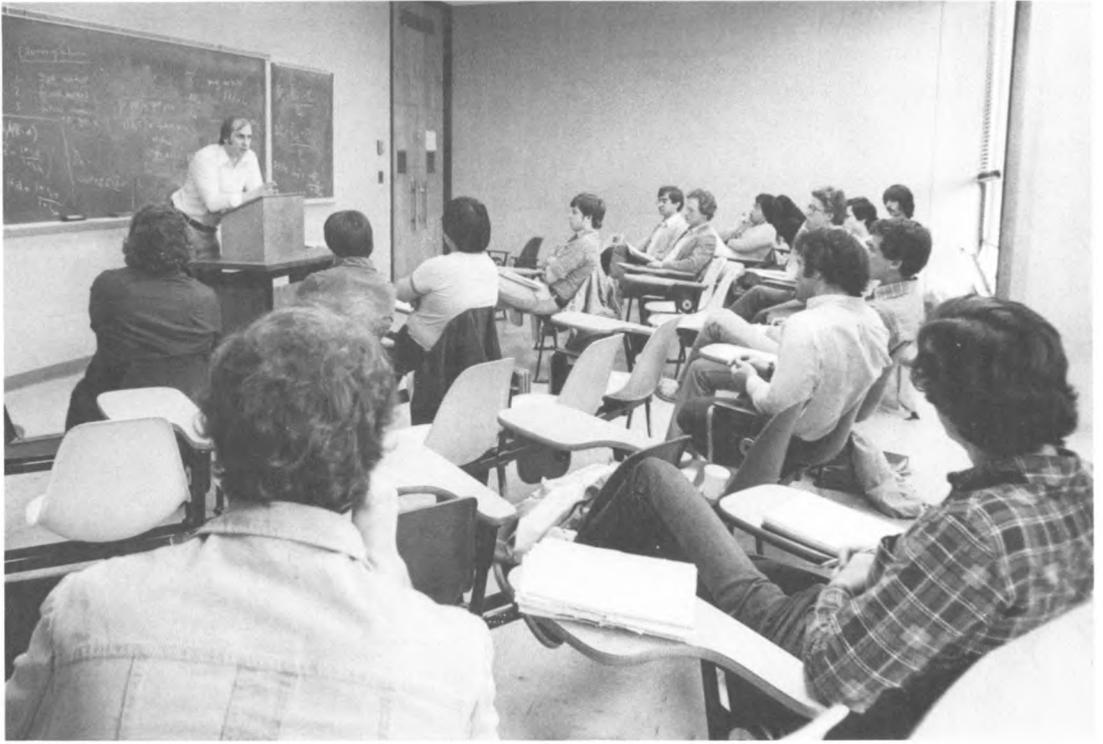
Three credits.

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, and dynamic programming. Emphasis is placed on comprehensive problems and case studies.

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

Three credits.

This course deals with decision making under risk and uncertainty; 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 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  
Applied Multivariate Analysis.** Second semester. Three credits. Not offered in 1979–80.

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. 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:** NCC 501 or permission of the instructor.]

**NCE 565  
Applied Econometrics.** Second semester. Three credits.

This course deals with the application of regression analysis to historical data for solving managerial problems, for example, forecasting demand or forecasting costs. Topics include the linear model, some extensions, and the effects of including lagged variables and autocorrelation. Simultaneous equation methods and time series analysis are discussed in the latter part of the course. Mathematical derivations are not required. Students work on term projects dealing with the business or the not-for-profit sectors. **Prerequisite:** NCC 501.

**[NCE 566  
Management Science.** First semester. Three credits. Not offered in 1979–80.

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. **Prerequisites:** calculus, computer programming, and at least a cursory knowledge of matrix algebra.]

**[NCE 567  
Analysis of Management Decisions.** Second semester. Three credits. Not offered in 1979–80.

This course focuses on providing a structured, organized, and systematic approach that can be used when difficult and important decisions must be made in conditions of uncertainty. The course has an applied orientation and uses extensive case materials and problem sets. Applications include such decision problems as inventory stocking, quality control, speculative investment, insurance purchasing, taxation, bidding, product mix, make or buy, production volume, pricing, new products, and design of management information systems. **Prerequisite:** NCC 501.]

## Information Processing

### NCE 569

**Introduction to COBOL Programming.** First seven weeks of first semester. One and one-half credits.

This course provides an introduction to the ANS standard COBOL language. COBOL is the primary programming language used in today's business computer systems. Programming assignments stress the file-processing features of the language.

### NCE 570

**Data Base Systems.** First semester. Three credits.

The course provides an introduction to the design and use of computerized data bases. Topics covered include data structures, distributed data bases, searching techniques, security controls, audit trails, system design considerations, and the duties of a data base administrator. A survey of commercially available data base management systems is also provided. Projects involving hands-on use of a data base system will be assigned. **Prerequisite:** NCC 503.

### NCE 571

**Computer Systems Analysis.** Second semester. Three credits.

This course presents the fundamentals of information system analysis and design. The economic and technical characteristics of general purpose computer systems and minicomputers are surveyed. Each student completes a systems design project.

**Prerequisites:** NCC 503 and NCC 504.

## General

### NCE 580

**Seminar in University Administration.** Second semester. Two credits.

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

### NCE 581

**Management Writing.** First and second semesters. Three credits each semester.

The aim of this course is to teach students to write clear, well-organized prose. Students are given weekly assignments that include memos, business letters, and reports. They attend lectures and small class meetings, as well as individual tutorial sessions.

## Research

### NMI 500 or 501 or 502

**Directed Reading and Research.** First and second semesters. One, two, or three credits, respectively.

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. One credit. Not offered in 1979–80.

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. Financial analysts, however, are rarely trained well enough in the language of computer programming or statistics to program these models; nor can they 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. Unlike many university-based modeling languages, IAL is commercially available worldwide. **Prerequisites:** NCC 500, NCC 501, NCC 502, NCC 503, and NCC 504.]

**[NRE 503**

**Doctoral Seminar in Finance.** First semester. Three credits.

The objective of this seminar is to develop the mathematical basis of security value theory. Topics covered include vonNeumann-Morgenstern utility theory and risk aversion, stochastic processes, capital asset pricing theory, and contingent claim pricing models. Each student conducts a research project.

**[NRE 504**

**Doctoral Seminar in Accounting.** First semester. Three credits. Not offered in 1979–80.

This seminar is designed to provide a rigorous and integrative exposure to the literature in accounting and finance, as it relates to questions of accounting theory, research, and policy. Topics are chosen from the areas of competitive equilibrium, information choice, information economics, human information processing, and empirical accounting research.]

**NRE 505**

**Finance Workshop.** First and second semesters. Three credits each semester.

This workshop is designed for faculty and Ph.D. students with an interest in corporate finance. Most workshop sessions will be devoted to critical analyses of unpublished theoretical and empirical research papers.

**NRE 506**

**Doctoral Seminar in Monetary Economics.** Second semester. Three credits.

This seminar deals with the influence of money in a macroeconomic framework. Topics covered include neoclassical growth theory, equilibrium and disequilibrium models of monetary sector dynamics, rational expectations, and interest rate determination. Emphasis is placed on the movement of real and nominal values on an aggregate level. Student presentations are an important part of the seminar.

**NRE 942**

**Social Psychology of Organizing.** First semester. Three credits.

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, causal 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.



# 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 obtain the *Announcement of the Graduate School* from Cornell University Announcements, Building 7, Research Park, Ithaca, New York 14850. In addition, a separate booklet containing information on the B&PA Ph.D. program is available from the Director of the Doctoral Program, Graduate School of Business and Public Administration, Cornell University, Malott Hall, 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 that is 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 his or her study.

### ADMISSION 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 Graduate Center, 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. In addition, those students whose native language is not English must take the Test of English as a Foreign Language. 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. Many applicants to the doctoral program have M.B.A. or M.P.A. degrees, but a previous master's degree is not essential. Students with training in other disciplines such as physics, mathematics, engineering, economics, or psychology are encouraged to apply. Such students probably

will take a few of the basic master's degree courses, but they will find their previous analytic training highly valuable in pursuit of the Ph.D. in business or public administration.

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 that closes on February 1. Applicants interested in fellowships should apply by that time. See chapter 3, on expenses and financial aid, pages 19–23, for additional details.

## REQUIREMENTS

Each doctoral student is assigned a temporary committee composed of faculty from his or her

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. degree, 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 the subject areas in Group I or Group II, listed 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 when 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 listed below or from another field. If the first minor is taken in B&PA, 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 credits 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. degree, and on the extent of their prior preparation.

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

### Group I

*Managerial economics* concentrates on economic analysis for public and private management decision making. A candidate may study the problems of a total economy, of industries, or of a firm. He or she may concentrate on areas such as international economics, economic development, public finance, business-government relations, money and banking, or investment analysis. Study of this area requires a thorough grasp of relevant economic theory and institutions and a basic understanding of both qualitative and quantitative analysis. Some of the course work in the area is normally taken in the Departments of Economics and Agricultural Economics.

*Organizational theory and behavior* focuses on social and behavioral science approaches to the study of human activity in organizational settings. The major concern is with regularities, differences, and relationships in behavior directed toward purposive ends. Systematic observation, theoretical analysis, and empirical investigation are stressed. A fundamental grounding in at least one of the basic behavioral disciplines is required, and some of the course work would be in the Departments of Psychology, Sociology, and Rural Sociology, and the School of Industrial and Labor Relations.

*Quantitative analysis for administration* stresses modern development in the uses of mathematical and statistical tools and computer technology for the solution of managerial problems. A high level of mathematical competence is an essential requirement. Some of the course work should be taken in the School of Operations Research and Industrial Engineering (College of Engineering) and the Departments of Economic and Social Statistics (School of Industrial and Labor Relations), Computer Science (College of Engineering), and Mathematics (College of Arts and Sciences).

## Group II

*Accounting* involves the study of the theory and practice of developing financial data for the two purposes of enabling management to control and plan the development of the enterprise and enabling others to appraise its condition.

*Business and public policy* involves the study of the three-way relationship among individuals, business firms, and government. A student may concentrate either on the United States or on a foreign area. A substantial knowledge of the political and economic background of public policy is essential.

*Business policy* involves the study of the business corporation and particularly of the strategy developed to successfully compete and to meet both internal and external challenges. A substantial knowledge of the functional areas of marketing, production, finance, personnel and labor relations, and accounting and control is essential.

*Finance* focuses on the financial structure and problems of corporations. It deals with problems of developing and maintaining sound financial condition through the proper use of stock and debt; the organization and behavior of financial markets; and the influence of public policies at home and abroad on financial markets and on corporate finance. A knowledge of accounting is essential.

*International development* is the study of the problems of forming effective public and business institutions in developing parts of the world, with special emphasis on problems of public and private administration — 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* is the study of how analytic tools derived from economics, psychology, sociology, and operations research can be applied in conducting the marketing function. Potential areas of study range from analysis and modeling of consumer behavior to research in the decision-making process in the management of marketing organizations.

*Medical care organization and administration* comprises the study of the complex problems of public policy and administration associated with the planning, financing, organization, and delivery of personal health services — both in hospitals and in a larger framework of public agencies and private firms. Multidisciplinary approaches to the investigation and resolution of applied problems are stressed.

*Production and operations management* emphasizes the study of quantitative methods of analysis, including the use of the computer in solving major economic decision problems involved in the operation of large organizations. Typical problems include scheduling production, managing complex distribution systems, choosing locations for productive facilities, and maintaining quality of physical goods and services.

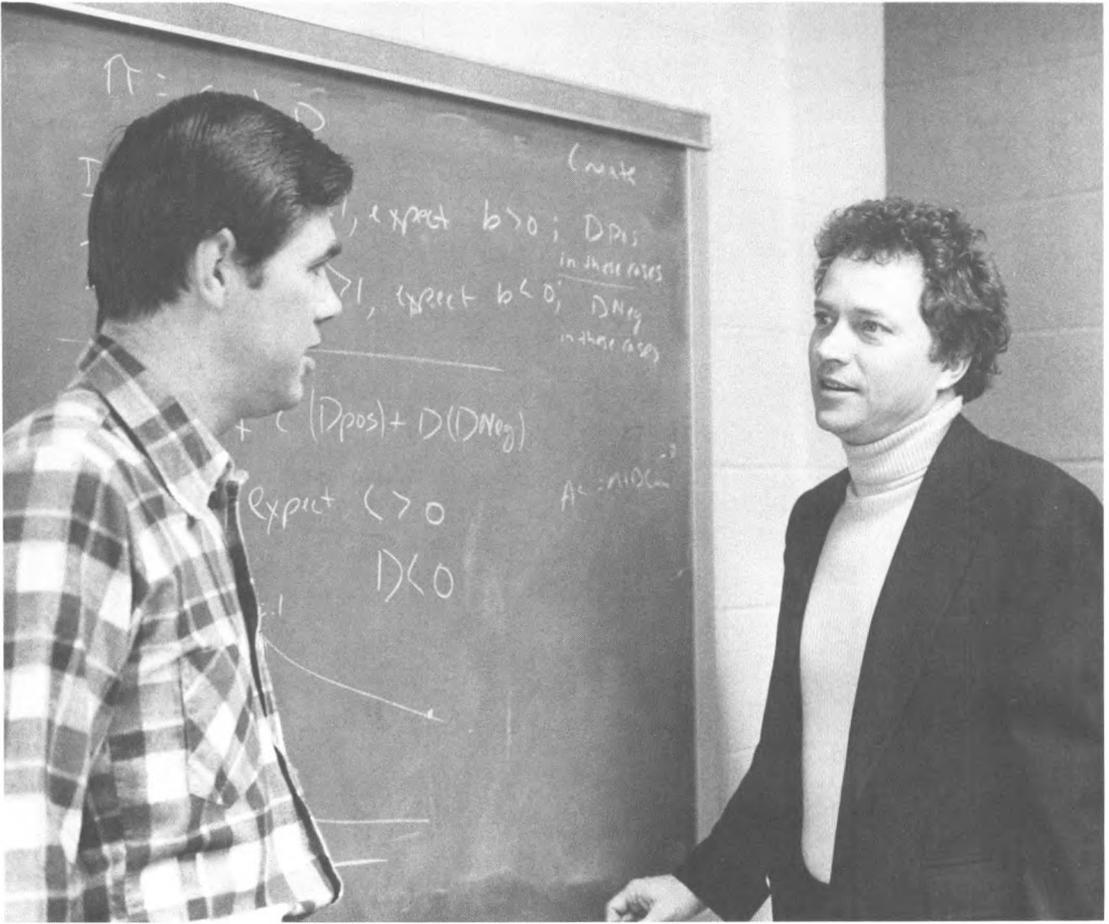
*Public administration* involves an interdisciplinary approach to the study of government policies, policy formulation, power relationships, administrative behavior, and basic management functions such as personnel and finance. The student is expected to gain competence in bureaucratic and organizational theory and in the methods of the social sciences.

## 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 multi-item, multilocation production-distribution 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, especially the Office of Computer Services. Ph.D. students are strongly encouraged to take advantage of courses offered through other departments and schools, particularly Psychology, Economics, Agricultural Economics, Government, City and Regional Planning, Operations Research and Industrial Engineering, and Industrial and Labor Relations.



JIM HUNTER  
Cities Service

HUGH ADAMS  
Kodak

HOWARD BURMAN  
Phillips Petroleum

DICK WINSTON  
Sun Oil

HADLEY WILLIAMS  
First Nat. City Bank

## 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 in management. Participants are brought together with professors and business and government leaders to explore the tasks 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 seventeen hundred 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 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. Special sessions are conducted on negotiations, decision making under uncertainty, and a management simulation project.

The twenty-eighth annual Executive Development Program will begin in mid-June 1980. Applications should be submitted by March 1, 1980.

### **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-third annual Health Executives Development Program will be offered in June 1980.

## **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 seventeenth annual Agribusiness Executives Program will be offered in June 1980.

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

## **Food Industry Management Program**

A cooperative program in food industry management is conducted by the school and the College of Agriculture and Life Sciences and 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 from Professor Wendell Earle, Food Industry Management Program, Cornell University, Warren Hall, Ithaca, New York 14853.

## **Education for Public Management Program**

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

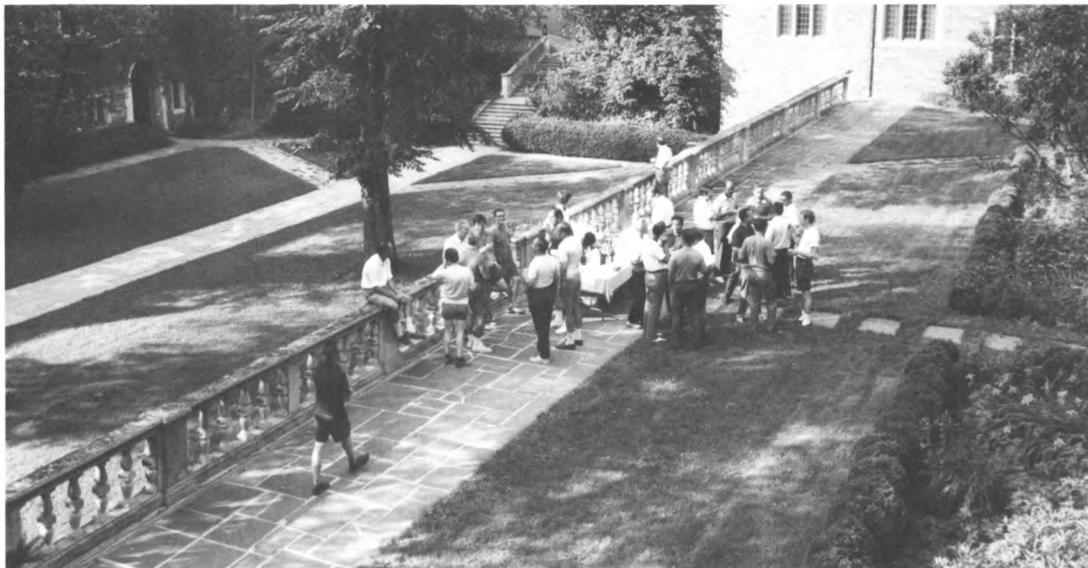
The purpose of the program is to provide a link between the individual's employment experience and long-term career interests. Its emphasis is on intellectual breadth rather than job-related specialization. In selecting courses appropriate to their respective needs and aspirations, participants avail 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 from the school or from the Division of Executive Personnel and Management Development, Office of Personnel Management, Washington, D. C. 20415.

## **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.

A student exchange program with the University of Louvain, Belgium, was inaugurated in 1969. Each year nine 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.

## Publications

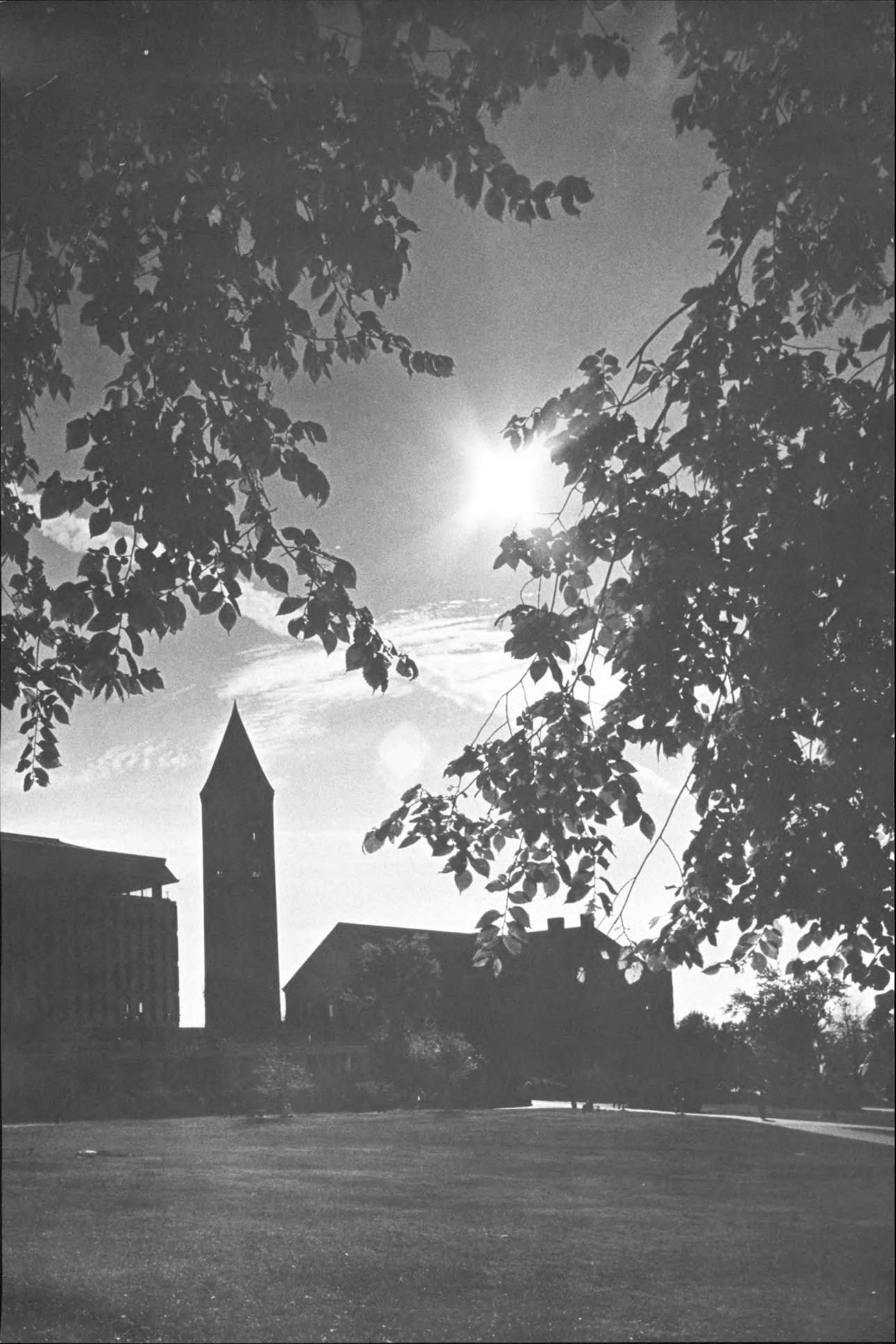
### ADMINISTRATIVE SCIENCE QUARTERLY

Since 1956 the school has published the *Administrative Science Quarterly* (ASQ), an

interdisciplinary journal concerned with advancing the basic understanding of administration and organizations through empirical investigation and theoretical analysis. ASQ 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. Rates for an annual subscription are \$15 for students (with proof of status), \$16 for other individuals, and \$32 for institutions. All inquiries should be sent to *Administrative Science Quarterly*, Cornell University, 555 Malott Hall, Ithaca, New York 14853.

### EXECUTIVE

*Executive*, issued three times a year, explores key social, economic, and political concerns of contemporary interest to United States executives. 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 energy policy, personal finance, the labor movement, and future trends in accounting. Subscription orders should be addressed to *Executive*, the Graduate School of Business and Public Administration, Cornell University, Malott Hall, Ithaca, New York 14853. Rates are \$10 for one year, \$18 for two years, and \$26 for three years. The magazine is sent without charge to all alumni.



# 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 listed.

## University Administration

**Frank H. T. Rhodes**, President of the University  
**W. Keith Kennedy**, University Provost  
**Theodore Cooper**, Dean of the Medical College and Provost for Medical Affairs  
**William G. Herbster**, Senior Vice President  
**Alison P. Casarett**, Vice Provost  
**Constance E. Cook**, Vice President for Land-Grant Affairs  
**W. Donald Cooke**, Vice President for Research  
**William D. Gurowitz**, Vice President for Campus Affairs  
**Robert T. Horn**, Vice President and Treasurer  
**Robert M. Matyas**, Vice President for Facilities and Business Operations  
**Richard M. Ramin**, Vice President for Public Affairs  
**Don M. Randel**, Vice Provost  
**Kenneth I. Greisen**, Dean of the University Faculty  
**Neal R. Stamp**, University Counsel and Secretary of the Corporation

## Administration of the School

**David A. Thomas**, M.B.A., Ph.D., C.P.A.,  
Acting Dean  
**Edward T. Lewis**, Ph.D.,  
Associate Dean for External Affairs  
**Thomas J. Calo**, M.A.,  
Director of Placement  
**Jan K. Orloff**, B.A.,  
Director of Administration of the Public Administration Program  
**James W. Schmotter**, Ph.D.,  
Director of Admissions and Student Affairs  
**Karen A. Tosi**, M.A.,  
Assistant Director of Placement—Sloan Program and Assistant to the Dean  
**Malka Weinstein**, B.A.,  
Registrar, and Assistant Director of Admissions and Student Affairs

## Coordinators, Program Directors, and Editors

**Roger M. Battistella**, Ph.D. (on leave second semester, 1980),  
Director of the Hospital and Health Services Administration Program  
**Frederick T. Bent**, Ph.D. (on leave 1979–80),  
Coordinator of the International Program  
**Harold Bierman, Jr.**, M.B.A., Ph.D. (on leave second semester, 1980),  
Director of the Business Administration Program

**Earl Brooks, M.S.,**  
Director of the Executive Development Program

**Douglas R. Brown, Ph.D.,**  
Director of the Health Executives Development Program

**Edward S. Flash, Ph.D.,**  
Coordinator of the Education for Public Management Program

**Jerome E. Hass, Ph.D.,**  
Director of the Public Administration Program

**Edward T. Lewis, Ph.D.,**  
Editor of *Executive*

**L. Joseph Thomas, Ph.D.,**  
Director of the Doctoral Program

**Karl E. Weick, M.A., Ph.D.,**  
Editor of *Administrative Science Quarterly*

## Administrative Staff

**Nancy A. Culligan,**  
Secretary and Administrative Assistant

**F. Joyce Hollingsworth,**  
Secretary and Administrative Assistant

**Margaret S. Snedden,**  
Administrative Supervisor

## Librarians

**Betsy Ann Olive, B.L.S.,**  
Librarian

**Edward J. Peterson, M.L.S.,**  
Senior Assistant Librarian

**Donald W. Schnedeker, M.L.S.,**  
Senior Assistant Librarian

## Faculty

**William J. Abelow, J.D. (Columbia),**  
Visiting Professor of Labor Relations in the Health Industry

Professor Abelow is the executive vice president and counsel of the League of Voluntary Hospitals and Homes of New York. He had formerly been associated with a private legal practice dealing with labor law on behalf of management.

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

In addition to his teaching and research, Professor Ahlers is actively involved in executive education and consulting, as strategic planning

session coordinator for the Cornell Executive Development Program; codirector of the American Bankers Association Business of Banking School; a faculty member for the Columbia University Bank Management Program; and a recipient of the Touche Ross New Perspectives Award. He is also a consultant to the chairman of Northeast Bank Corporation. Professor Ahlers is on leave during the academic year 1979-80.

**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 is director of the Western Societies Program, Center for International Studies, and holds a position in the Department of Government at Cornell. Professor Ashford is on leave during the academic year 1979-80.

**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, energy, and environmental quality control. Professor Barton is on leave during the academic year 1979-80.

**Roger M. Battistella, M.P.H., Ph.D. (Michigan),**  
Professor of Medical Care Organization

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. Professor Battistella is on leave second semester, 1980.

**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. Professor Bent is on leave during the academic year 1979–80.

**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 financial policy decisions. 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. Professor Bierman is on leave second semester, 1980.

**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 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. 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**, J.D. (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, taxation, estate planning, and the hospital health care area.



*David A. Thomas, acting dean of the school.*

**Theodore E. Chester**, C.B.E., J.D. (University of Manchester),

Visiting Professor of Comparative Developments in Health Services

Professor Chester is particularly concerned with large-scale administration in private and public undertakings, especially regarding the hospital and education services in Britain. He is professor of social administration, emeritus, at the University of Manchester, England.

**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. He is professor of psychiatry at the Upstate Medical Center of the State University of New York at Syracuse and codirector of the Syracuse Consortium for the Cultural Foundations of Medicine—a joint project of LeMoyne College, SUNY Upstate Medical Center, and Syracuse University.

**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, the United Nations Development Program, and the Agency for International Development, he has played an active part in development planning in India, Iran, Japan, Malaysia, Jordan, and the Philippines.

**Roland E. Dukes, M.B.A., Ph.D.** (Stanford), Associate Professor of Accounting and Finance Professor Dukes's 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. Professor Dukes is on leave from the academic year 1979-80.

**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, capital markets, utility theory, and statistical techniques. He is currently engaged in research on issues associated with normative and descriptive decision making in accounting. He is the coordinator of the operational decision-making program in the school's Executive Development Program and of the Price-Waterhouse Accounting Program.

**Steven R. Eastaugh, M.S.P.H.** (Harvard), Sc.D. (Johns Hopkins), Assistant Professor of Health Economics and Hospital Finance Formerly the senior economist on a National Academy of Sciences hospital study, Professor Eastaugh is interested in hospital cost containment, physician reimbursement policies, health services regulation, cost-benefit analyses of utilization review programs, and cost-effective analyses of new medical procedures. His interests include the broader issues of public finance, operations research, and public expenditure analysis. Professor Eastaugh consults for Central New York Blue Cross and

teaches cost-effective clinical decision making at the Cornell Medical School.

**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.

**David A. Gautschi, Ph.D.** (California at Berkeley), Assistant Professor of Marketing Professor Gautschi's main research interests include microeconomics and marketing and the application of quantitative methods to managerial marketing problems. His teaching interests are in the areas of marketing research, mathematical model building in marketing, and distribution; his current research interests are in retail location and in the assessment of individual utility functions.

**Jerome E. Hass, M.B.A., Ph.D.** (Carnegie-Mellon), Professor of Managerial Economics and Finance Professor Hass's fields of interest are energy economics, finance, and the economics of regulation. 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 organizations, including the Executive Office of the President, the Department of Energy, the New York State

Public Service Commission, the Environmental Protection Agency, the Brookings Institution, the American Enterprise Institute, and numerous corporations. He is currently a consultant to the Federal Energy Regulatory Commission, Department of Energy, and chairman of the U.S. Congressional Office of Technology Assessment's LNG Import Policy Advisory Panel.

**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 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.

**Robert A. Jarrow**, Ph.D. (Massachusetts Institute of Technology),  
Assistant Professor of Finance

Professor Jarrow's teaching and research interests involve the study of economic theory under uncertainty. He is interested specifically in capital market theory, macroeconomics, and microeconomics. He is currently researching the development of a dynamic general equilibrium model for the economy.

**Spencer Johnson**, M.P.A. (Cornell),  
Visiting Professor of Health Policy and Planning  
Professor Johnson is executive vice president of the Hospital Association of New York State. He is a former staff member of the Senate Human Resources Committee and before that, was associate director of the Domestic Council of the White House.

**Peter R. Jutro**, Ph.D. (Cornell),  
Adjunct Associate Professor of Public Policy and Administration

Professor Jutro's research and teaching interests are in those areas of public policy that have major scientific and technical components, such as environmental, health, and natural resource legislation and regulation, with an emphasis on the function of experts and advisers. He has worked in the U.S. Congress and is a consultant to international, federal, and local governments and agencies. He is currently studying the development of risk analysis methods as potential analytical tools for persons responsible for decision making in scientifically uncertain areas. Professor Jutro holds a joint appointment with the Cornell Center for Environmental Research.

**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, director of the Behavioral Science Program, and

codirector of the Undergraduate Education Program in Psychiatry at the State University of New York Upstate Medical Center at Syracuse, where he is responsible for the training of medical students and 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.

**John E. Kern**, M.P.A. (Cornell),  
Visiting Professor of Health Policy and Planning  
A professional staff member of the Senate Committee on Finance, Professor Kern is responsible for legislative and oversight activities for the Subcommittee on Health with respect to Medicare, Medicaid, and national health insurance. Prior to joining the Finance Committee, he was an American Political Science Association congressional fellow and also served as deputy director of the Division of Provider Standards and Certification at the Bureau of Quality Assurance, U.S. Public Health Service.

**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.

**Allyn B. Ley**, M.D. (Columbia University College of Physicians and Surgeons),  
Visiting Professor of Administrative Medicine  
Dr. Ley is director of Cornell University Health Services and professor of medicine, Cornell University Medical College. He served as chief of staff on the S.S. *Hope*, 1969–70, and was director of ambulatory services, New York Hospital, 1963–69. Dr. Ley has done extensive research on cancer and hematological problems.

**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. He is also interested in the relationship between government and business. 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.

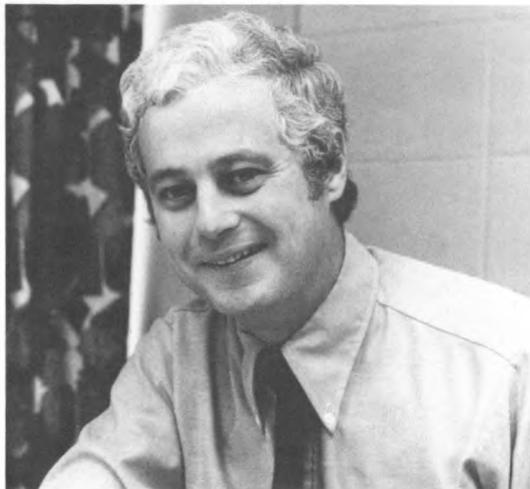
**Thomas M. Lodahl**, Ph.D. (California at Berkeley),  
Professor of Administration

A social psychologist by training, Professor Lodahl now centers his interests on the structure and functioning of organizations. He teaches organizational theory, organizational development, and organizational design. His research projects include a study of the founding of new universities in England, organizational design for office automation, and the psychology of consumer affairs.

**Alan K. McAdams**, M.B.A., Ph.D. (Stanford),  
Associate Professor of Managerial Economics  
Professor McAdams's interests and publications are in the fields of managerial economics and business-government relations. He has served as a senior staff economist with the President's Council of Economic Advisors and as a consultant and expert witness for the government in *United States v. I.B.M.* He has been a consultant to industry and the Ford Foundation and recently has established his own consulting firm.

**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.

**Dale Morse**, M.B.A. (Oregon), Ph.D. (Stanford),  
Assistant Professor of Accounting  
Professor Morse's primary interests are in the fields of financial accounting, finance, and information economics. He is currently working on the problem of private information in a market setting.



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

**Maureen O'Hara**, Ph.D. (Northwestern),  
Assistant Professor of Finance

Professor O'Hara's research and teaching interests are in the areas of financial institutions and monetary economics, particularly the effects of regulation on financial institutions. She is currently examining the behavior of mutual and stock savings and loans to determine the optimal industry organization structure. She has consulted for the Federal Savings and Loan Insurance Corporation on default prevention policies for savings and loans.

**George S. Oldfield**, M.A., Ph.D. (Pennsylvania),  
Associate Professor of Economics and Finance  
Professor Oldfield's current research and teaching interests are in the fields of valuation theory and monetary economics. He has published articles on efficiency in foreign exchange markets, private pension finance, and the mathematical properties of common stock returns. Professor Oldfield has worked for the New York and Philadelphia Federal Reserve Banks and consults for several commercial banks.

**Clifford S. Orloff**, Ph.D. (Cornell),  
Associate Professor of Public and Business  
Management

Professor Orloff's teaching and research interests are in management and systems analysis of public services, with particular emphasis on transportation services and related operations management problems. He has written numerous papers in the field and has consulted in these areas for federal, state, and local government agencies. He is also interested in the private sector supply of public services, and before joining the Cornell faculty he was president of Public Services Planning and

Analysis Corporation, a firm devoted to this concept. His current research concerns efficient regulation of public services, efficiency or reliability trade-offs in demand-responsive public services, and optimization of transportation operations.

**Vithala R. Rao**, Ph.D. (Pennsylvania),  
Emerson Electric Company Professor of  
Marketing

Professor Rao's research interests include application of multivariate models 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., Ph.D. (California at Berkeley),  
Assistant Professor of Information Systems and  
Computer Science

Professor Reece specializes in the application of information science and quantitative methods 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 alternative systems for development of publicly owned natural 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 and

distribution of 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 include marketing management, industrial marketing, marketing decision models, and management science. His consulting projects have been concerned with building models for evaluating sales response to marketing strategies.

**Seymour Smidt**, Ph.D. (Chicago),  
Nicholas H. Noyes Professor of Economics and  
Finance

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.

**Robert H. Smiley**, M.S., Ph.D. (Stanford),  
Associate Professor of Economics and Public  
Policy

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 and the economics of regulation.

**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.



*Ronay Menschel (third from left), deputy mayor for administration, Office of the Mayor, City of New York, offered a public administrator's perspective to the Executive Forum Series.*

**Richard H. Thaler**, Ph.D. (Rochester),  
Assistant Professor of Economics and Public  
Administration

Professor Thaler's research has been in applied microeconomics, including such subjects as the value of saving lives, the economics of crime, and the organization of labor markets. He has recently been working on the development of descriptive models of consumer behavior. His teaching interests include microeconomics, public finance, and behavioral decision theory. He spent 1977-78 as a visiting scholar at the National Bureau of Economic Research in Stanford, California.

**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 and serves as the administrator of the Charles E. Merrill Trust.

**L. Joseph Thomas**, Ph.D. (Yale),  
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 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.

**Jane E. Tiemann**, M.A. (Virginia),  
Lecturer on Management Writing

Professor Tiemann has taught writing to students in the biological sciences and engineering and has edited articles for scholarly journals. She now teaches in and coordinates the B&PA management writing program. Her interests include systemic linguistics, technical writing, and nineteenth-century British fiction.

**Karl E. Weick**, M.A., Ph.D. (Ohio State),  
Nicholas H. Noyes Professor of Organizational Behavior and Professor of Psychology  
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 editor of *Administrative Science Quarterly*, advisory editor of *Contemporary Psychology*, and chairman of the Organizational Research Study Group at the National Institute of Education.

**Frederick Yanni**, M.P.A. (Cornell),  
Visiting Professor of H.M.O. Development and Management

Professor Yanni is the executive director of Health Services Agency of Central New York. He is the former director of operations for Areawide Planning for Health Action, Syracuse, which is the comprehensive health planning agency for central New York.

## Associated Faculty

A number of faculty members in other schools and colleges at Cornell have interests closely allied to those 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 the 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

**S. Jeffrey Bastable**, Manager of Insurance,  
Memorial Sloan-Kettering Cancer Center

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

**Lisle C. Carter**, President, University of the  
District of Columbia

**David J. Culbertson**, Group Vice President, Xerox  
Corporation

**Myrlie Evers**, Director of Community Affairs,  
Atlantic Richfield Co.

**Robert Gunn**, President, American Association of  
Petroleum Geologists

**Robert S. Hatfield**, Chairman of the Board, The  
Continental Group, Inc.

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

**Klaus Jacobs**, President, European-American  
Bank

**Charles L. Jarvie**, Vice President, Food Products  
Division, Procter & Gamble Co.

**Spencer C. Johnson**, Professional Staff Member  
for Health, Senate Human Resources Committee,  
U. S. Senate.

**James S. Labick**, Partner, Arthur Andersen & Co.

**Richard B. Loynd**, President, The Eltra  
Corporation

**George W. McCagg, Jr.**, Comptroller, Delco  
Electronics Division, General Motors Corporation

**John J. Meakem, Jr.**, Executive Vice President,  
Combe Chemical, Inc.

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

**Thomas H. Mulligan**, Teaching Staff, Credit  
Department, Chase Manhattan Bank



*Charles F. Knight, a 1959 B&PA graduate and chairman and chief executive officer of Emerson Electric Company, spoke to students on problems in management, as part of the Executive Forum Series.*

**Donna O'Bannon**, President, National Association of Women Business Owners; Alcade, Henderson, O'Bannon, and Kline

**Roy H. Park**, President, Park Broadcasting

**William W. Ross**, Partner; Wald, Harkrader & Ross

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

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

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

**Lewis Thomas**, President, Memorial Sloan-Kettering Cancer Center

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

**Richard F. Tucker**, Executive Vice President, Mobil Oil Corporation (*Chairman of the Council*)

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

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

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# Cornell Academic Calendar

1979-80

## Registration

Thursday and Friday,  
August 30 and 31  
Monday, September 3

## Fall term instruction begins

### Fall recess:

Instruction suspended, 1:10 p.m.

Instruction resumed

Saturday, October 20  
Wednesday, October 24

### Thanksgiving recess:

Instruction suspended, 1:10 p.m.

Instruction resumed

Wednesday, November 21

Monday, November 26

Tuesday, December 11

Sunday, December 16

Sunday, December 23

## Fall term instruction ends, 5:00 p.m.

## Final examinations begin

## Final examinations end

## Registration

Thursday and Friday,  
January 17 and 18

Monday, January 21

## Spring term instruction begins

### Spring recess:

Instruction suspended, 1:10 p.m.

Instruction resumed

Saturday, March 15

Monday, March 24

Saturday, May 3

Monday, May 12

Tuesday, May 20

## Spring term instruction ends, 1:10 p.m.

## Final examinations begin

## Final examinations end

## Commencement Day

Monday, May 26

The dates shown in the academic calendar are subject to change at any time by official action of Cornell University.

In enacting this calendar, the University has scheduled classes on religious holidays. It is the intent of the University 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  
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 Science  
General Information\*  
Graduate School  
School of Hotel Administration  
College of Human Ecology  
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)  
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*, and a handbook for enrolled students, *Academic Information*.

Requests for the publications listed above should be addressed to

**Cornell University Announcements**  
Building 7, Research Park  
Ithaca, New York 14850.

(The writer should include a zip code.)