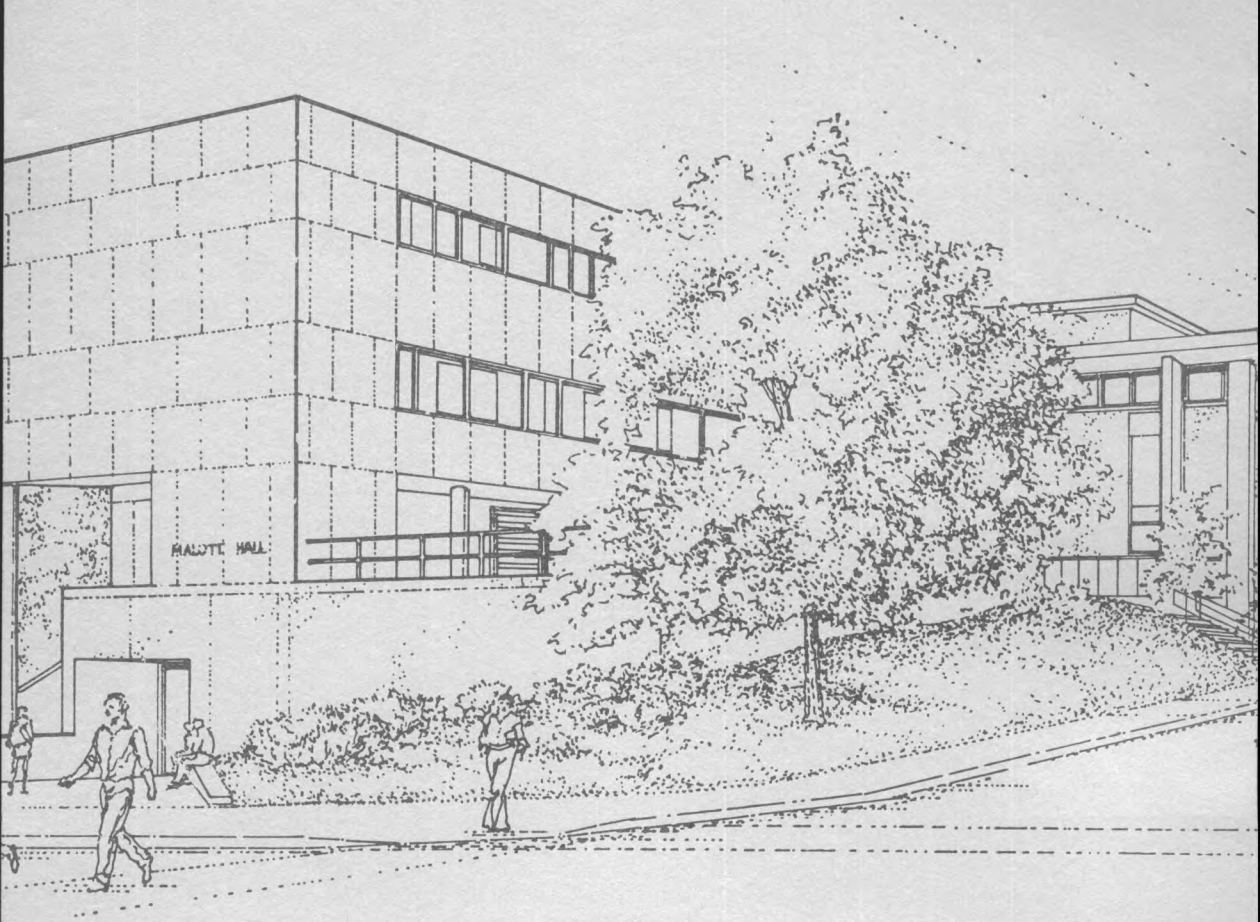


Cornell University Announcements

Graduate School of Business and Public Administration



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Cornell University

1981–82 Graduate School of Business and Public Administration

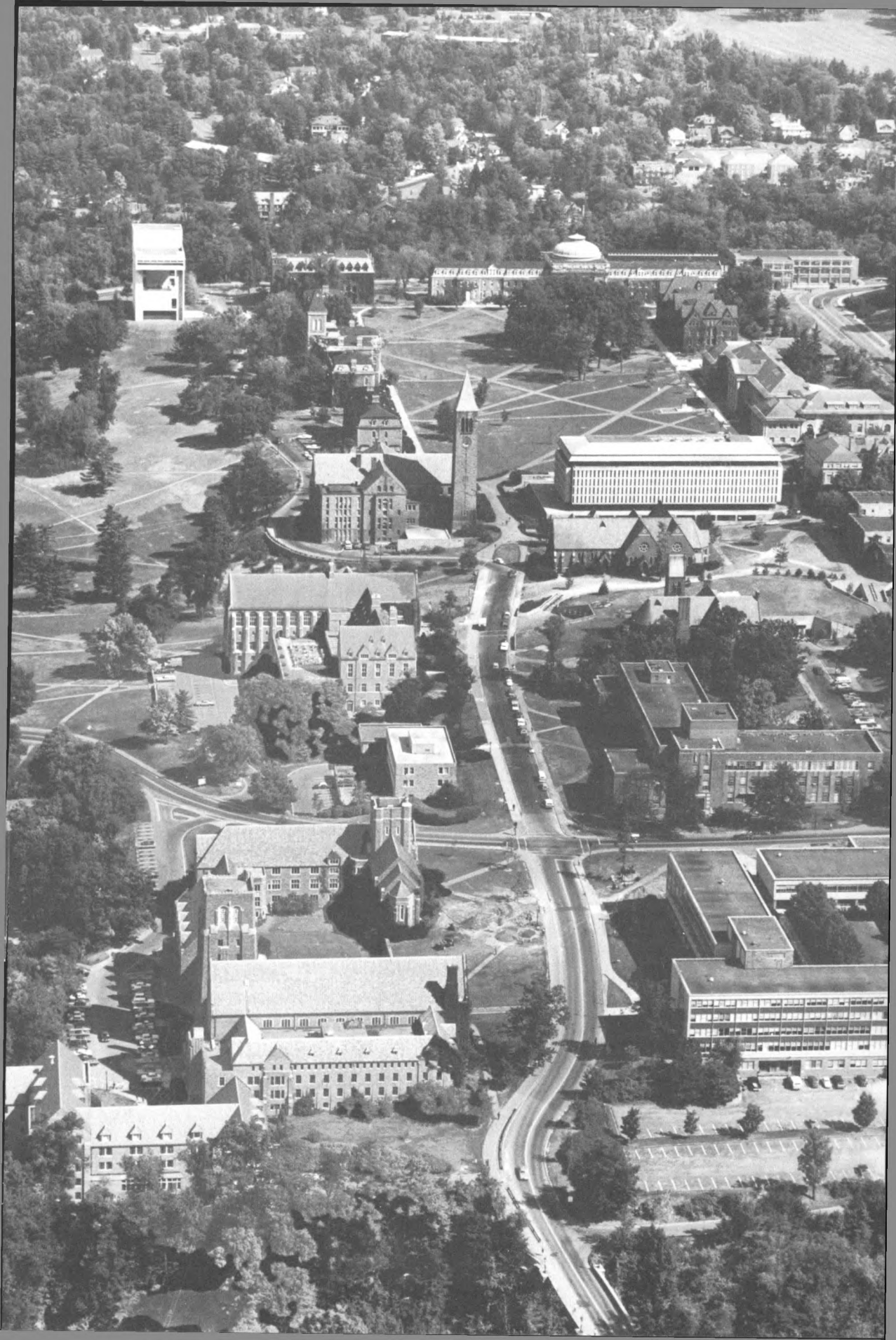
Cornell University Announcements (USPS 132-860)

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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.



MALOTT HALL



Graduate Management Education at Cornell

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 the Graduate School of Business and Public Administration (B&PA) 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.

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 (housing over 127,000 volumes), 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.

A recent updating of computer facilities has given all B&PA students access to Cornell's DEC System 2060 computer, which offers a variety of interactive programming languages and data analysis programs. Terminal and printer facilities are located in Malott Hall; students may borrow portable computer terminals for use at home. Students who have special needs may also use Cornell's IBM 370/168 computer.

Master's Degree Programs

The Graduate School of Business and Public Administration offers three professional degrees: 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.]). 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 that section.

To maintain satisfactory status, a student must earn a grade point average of at least 2.7 each semester.

Much of the first year is taken up with core courses that introduce students to the broad range of disciplines relevant to management 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.

Educational Approach

Flexibility

The master's degree programs of the school are highly 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 choose elective courses under the guidance of faculty advisers and in 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 managerial 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 employed 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.

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 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.

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



Malott Hall is the center of B&PA activities.

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 assistant dean for admissions and student affairs at the time they confirm their acceptance of 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 assistant dean for 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 and to lay a foundation for more advanced courses. In the second year of the program the impact of important public policies on the business community are investigated. The business policy course links the several functional areas and basic disciplines studied in the first year and analyzes cases dealing with broad issues and alternate strategies.

The substantial flexibility in the M.B.A. program is shown in the table below. Students are allowed a minimum of six elective credits during the first year and twenty-six elective credits in the second. Those passing exemption examinations can substitute electives of their choice for the core courses exempted. Further, students can design program concentrations to meet their specific needs. All students may take graduate courses offered by other units at Cornell as well as electives available within the school. A student earning a master's degree in B&PA must take at least fifteen credits of elective courses in this school.

Fields of Concentration

There are no particular course requirements for M.B.A. concentrations, 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. A student may choose not to concentrate in any area and may select a broad array of courses.

Industrial Accounting. Designed to lead to careers in business or government accounting and in financial or general management. Requirements are flexible and depend on the student's

Recommended Schedule of Courses for the M.B.A. Degree

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	Organizational Theory and Behavior
OR	
NCE 541	Personnel Administration and Human Relations

Year Two: Fall

NBP 503	Business Policy
OR	
NBA 563	Strategic Management
OR	
NPP 502	Policy Considerations: The Business-Government Interface*
— —	Elective
— —	Elective
— —	Elective
— —	Elective

Year One: Spring

NBP 500	Marketing Management
NBP 501	Production and Operations Management
NBP 502	Managerial Finance
— —	Elective
— —	Elective

Year Two: Spring

NBP 504	Introduction to the Business-Government Interface†
— —	Elective
— —	Elective
— —	Elective
— —	Elective
— —	Elective

Note: All courses listed are required for the M.B.A. degree. Electives may be taken from B&PA and other Cornell graduate programs.

**This course may be substituted for NBP 504 Introduction to the Business-Government Interface.*

†This is a one-credit course.

preparation before entering the school and on career objectives. A typical program in this field includes second-year courses in finance and computer applications, as well as in 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 the undergraduate or graduate level
2. *Economics requirements*—complete nine credits of economic principles and analysis at the 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 504	Introduction to Taxation Affecting Business and Personal Decision Making
NBA 505	Auditing
NBA 510	Law of Business Associations
NBA 511	Advanced Business Law

The student who elects to take the C.P.A. concentration and has no prior work in accounting may omit one core course 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.

Finance. Designed to provide a thorough understanding of the role of finance in administrative and decision-making processes and to familiarize the student with the mechanisms and operations of the financial system. The program in business finance presents an integrated treatment of the operational aspects of business and investment finance, the functions of financial institutions and capital markets, and the basic economic 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. See pages 10–12 for a discussion of this option.

Managerial Economics. Designed for students seeking careers either in general management or as economists in industry or in government. The student electing this concentration should have had some previous training in economic studies. The student's program may emphasize either a qualitative or a quantitative approach, but a basic understanding of both is needed and must be demonstrated. 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 by 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, in satisfying demand, and in 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 taking the courses and seminars in personnel management and human relations offered by the school,

students interested in this field are urged to take advantage of a wide range of graduate courses related to personnel management in other units of the University, particularly in 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. See the recommended schedule below and pages 11–12 for a description of this option.

Quantitative Analysis for Managerial Decision Making.

Designed to develop skill in the use of mathematics and statistics for solving managerial problems. Work in this field is offered by the school in cooperation with the School of

Operations Research and Industrial Engineering, and several courses are given jointly. Students electing this concentration may develop programs, with the assistance of their advisers, that include courses drawn from the school's offerings in operations research, computer applications to business, and managerial economics. They may also elect courses in other units of the University, including the Departments of Mathematics and Economics in the College of Arts and Sciences.

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.

The booklet *Preparing Tomorrow's Managers: The Cornell M.B.A. Approach* may be obtained from the Assistant Dean for Admissions and Student Affairs, Graduate School of Business and Public Administration, Cornell University, Malott Hall, Ithaca, New York 14853.

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 Managerial Finance are offered during the fall semester. M.B.A. candidates who do not exempt a course will still have six elective credits during the first year.

Recommended Schedule of Courses for the M.P.A. Degree

Year One: Fall

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

Year Two: Fall

NPP 502	Policy Considerations: The Business-Government Interface*
NPA 518	Public Affairs Colloquium
— —	Elective
— —	Elective
— —	Elective
— —	Elective

Year One: Spring

NPP 501	Public Financial Management*
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: Spring

NPP 503	The Conduct of Public Affairs*
— —	Elective
— —	Elective
— —	Elective
— —	Elective

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

*Required for M.P.A. degree.

Program in Public Administration

Objectives

The school's offerings in public administration have 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 in 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 analytical, political, and administrative aspects of government operations; and (3) elective courses that develop competence and thus specific job

qualifications in areas of career interest. The first two groups are taught entirely within the school; the third is 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 courses that relate to the public sector and that are available in over sixty departments and programs on campus.

Departments and programs in which students regularly elect courses include Natural Resources, Agricultural Economics (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); Human Service Studies, 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).

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. Popular

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

Year One: Fall

NPP 500	Economic Foundations of Public Policy
NCC 500	Managerial Accounting†
NCC 501	Quantitative Methods for Management†
NCC 502	Economic Principles for Management†
NCE 540	Organizational Theory and Behavior†
OR	
NCE 541	Personnel Administration and Human Relations†
NPP 518	Public Affairs Colloquium

Year Two: Fall

NPP 502	Policy Considerations: The Business-Government Interface*
NBP 501	Production and Operations Management†
NPP 518	Public Affairs Colloquium
— —	Elective
— —	Elective
— —	Elective

Year One: Spring

NPP 501	Public Financial Management†
NBP 500	Marketing Management†
NBP 502	Managerial Finance†
NCC 503	Introduction to Computer Programming†
NCC 504	Introduction to Management Information Systems†
— —	Elective

Year One: Summer

Public Internship Program of professional employment

Year Two: Spring

NPP 503	The Conduct of Public Affairs
— —	Elective
— —	Elective
— —	Elective
— —	Elective

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

**May be substituted for NBP 504 Introduction to the Business-Government Interface.*

†Required for M.B.A. degree.

concentrations are (1) *specific areas of public policy*, such as energy, human resource management, government regulation, health care, environmental protection, or international development; (2) *policy analysis*, emphasizing economics, quantitative methods, and systems analysis; (3) *financial analysis and management*, including public sector economics, tax policy, debt financing, and budget theory and practices.

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.

A booklet entitled *Public Management at Cornell* may be obtained from the Assistant Dean for 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 is designed to prepare students for careers leading to executive positions in the health care field. Most graduates pursue careers in hospital administration in the public and private sectors, in health planning and consulting, or in federal and state governments.

Training in basic management areas such as financial analysis, organizational behavior, management information systems, quantitative methods, and economics lays the groundwork for a successful career in administration. In addition, courses on political, social, and economic forces and on the development and implementation of policy meet the distinctive needs of contemporary health administrators.

The Sloan program provides a balance between management techniques and policy and planning skills. Developmental, sociopolitical, and ethical factors essential to responsible decision making in the health services field are stressed. The aim is to foster understanding of comprehensive, integrated delivery and planning systems. With this understanding, students can make individual career plans that are flexible and innovative.

Curriculum

The health administration program shares a set of required courses with the business and public programs. Concentrated primarily in the first semester, this common core focuses on managerial skills such as personnel management, accounting and economic analysis, and quantitative methods. Beyond the management core the curriculum includes one introductory health course and several subject area requirements that can be satisfied by a choice among courses. There is

Recommended Schedule of Courses for the M.P.S. Degree 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	Organizational Theory and Behavior
OR	
NCE 541	Personnel Administration and Human Relations

Year One: Spring

NHA 518	Financial Management of Hospitals
OR	
NBP 502	Managerial Finance
NCC 503	Introduction to Computer Programming
NCC 504	Introduction to Management Information Systems
— —	Elective
— —	Elective
— —	Elective

Year One: Summer

Summer Practicum

Year Two: Fall

NHA 507	Health and Welfare Policy*
— —	Elective
— —	Elective
— —	Elective
— —	Elective

Year Two: Spring

— —	Elective
— —	Elective
— —	Elective
— —	Elective
— —	Elective

Note: Unless otherwise indicated, all courses listed are required for the M.P.S.(H.H.S.A.) degree. Electives may be taken from B&PA and other Cornell graduate programs. However, at least five must be two-, three-, or four-credit courses with an NHA prefix. Projects and field trips do not fulfill this requirement.

**There is a choice of several courses to satisfy this health policy requirement.*

ample time for elective courses, concentrated primarily in the second year.

Health administration students form their courses of study, in consultation with their Sloan faculty advisers, by selecting a degree program and choosing elective courses to fit their career objectives. Careful planning is necessary because of the large number of electives available within the school and elsewhere in the University. Health administration students typically supplement their program with electives in business or public administration and courses in departments such as government, city and regional planning, computer science, human development and family studies, and sociology.

Health administration students may choose any one of the three degrees offered by the school—M.B.A., M.P.A., and M.P.S.(H.H.S.A.). The choice of degree determines the requirements for graduation. Suggested courses of study for each degree choice are described below.

The program leading to the M.P.S.(H.H.S.A.) degree is accredited by the Accrediting Commission on Education for Health Services Administration. Students who satisfy the M.P.S.(H.H.S.A.) degree requirements automatically qualify for the Sloan certificate, which certifies that a student's program of study is satisfactory to the Accrediting Commission. Requirements for the M.P.S.(H.H.S.A.) degree are shown in the first recommended course schedule below.

By following an M.B.A.—Sloan course of study, shown in the second schedule, the student can earn an M.B.A. degree and qualify for the Sloan certificate. Free choice of electives is reduced with this schedule, which combines the business program's M.B.A. degree requirements and the Sloan curriculum.

A third combination is the M.P.A.—Sloan degree program, which is a superimposition of the M.P.A. graduation requirements on the M.P.S.(H.H.S.A.)

Recommended Schedule of Courses for the M.B.A. Degree with Emphasis on Health 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 Organizational Theory and Behavior
- OR
- NCE 541 Personnel Administration and Human Relations

Year Two: Fall

- NBP 503 Business Policy
- OR
- NBA 563 Strategic Management
- OR
- NPP 502 Policy Considerations: The Business-Government Interface
- NHA 507 Health and Welfare Policy*†
- — Elective
- — Elective
- — Elective

Year One: Spring

- NBP 500 Marketing Management
- NBP 502 Managerial Finance
- NCC 503 Introduction to Computer Programming
- NCC 504 Introduction to Management Information Systems
- NHA 509 Health Operations Management and Planning
- OR
- NBP 501 Production and Operations Management
- — Elective

Year One: Summer

Summer Practicum*

Year Two: Spring

- — Elective
- — Elective
- — Elective
- — Elective
- — Elective

Note: The Accrediting Commission on Education for Health Services Administration has accredited this program, together with five or more two-, three-, or four-credit electives with NHA prefixes. Projects and field trips do not fulfill this requirement.

**This is not required for the M.B.A. degree but is required for the Sloan certificate.*

†There is a choice of several courses to satisfy this health policy requirement.

schedule displayed below. A separate schedule for this option is not included here, as this program requires very little modification to the M.P.S. (H.H.S.A.) course of study.

A booklet entitled *Health Services Administration: The Sloan Program's Approach* may be obtained from the Assistant Dean for 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; the first year's work is 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 enter the full combined program, the student must apply to both schools for admission and must be accepted by their respective admission committees. 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 students 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. 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 a student is 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 Master of Engineering Program

The school offers a combined program for undergraduates in the Cornell College of Engineering. This program 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 admission requirements of both schools. Application for admission should be made to both schools during the student's junior year, and acceptance must be granted by their respective admission committees before the student can enter 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.



Edward G. Jordan, former chief executive officer of Conrail, moderating a panel on contemporary issues, with Cornell faculty members and Fletcher L. Byrom, chairman and chief executive officer of Koppers Company; Robert S. Hatfield, former chairman and chief executive officer of the Continental Group; Reginald H. Jones, chairman and chief executive officer of General Electric Company; Henry B. Schacht, chairman and chief executive officer of Cummins Engine Company; and Morris Tanenbaum, executive vice president of American Telephone and Telegraph Company.

Education for Public Management Program

B&PA conducts a nine-month non-degree program, Education for Public Management, for a limited number of midcareer executives from field offices and headquarters of agencies of the federal government. This program was formerly sponsored by the U. S. Office of Personnel Management; it is now sponsored by Cornell and the seven other universities where it also operates.

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 academic opportunities in B&PA and other divisions and develop close associations with faculty members and students. 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 Professor Edward S. Flash, Jr., Graduate School of Business and Public Administration, Cornell University, 521 Malott Hall, Ithaca, New York 14853.

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. degree 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. The University of Louvain pays the tuition and fees and offers a stipend for two Cornell students and one student from Leuven. Cornell, in turn, pays tuition and fees for two Belgian students.

The exchange program is open to all of the school's 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 program 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 standing, and language ability.

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 major in biology and society in the College of Arts and Sciences and offers a science policy "stream" within the graduate minor field of public policy.



William F. Buckley, Jr., editor of National Review and host of Public Television's "Firing Line," delivered the 1981 Frank Stanley Beveridge Foundation lecture.

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

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 résumé and cover-letter preparation and interviewing techniques. The Placement Office publishes a book that contains the résumé of each student. It is made available to many employing organizations.

More than one hundred fifty organizations interview on the Cornell campus each year for M.B.A., M.P.A., and M.P.S.(H.H.S.A.) 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; most activity occurs 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 providing liaison with the organizations that recruit on campus, the Placement Office maintains information on many firms, hospitals, and public agencies 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.

Graduates of the class of 1980 had an average of more than sixteen interviews on campus and had approximately four job offers each. Of the 1980 graduates 25 percent went into positions in finance; 15 percent in marketing and sales; 14 percent in accounting; 11 percent in consulting; 9 percent in general management; 7 percent in investments; 7 percent in planning; 4 percent in production and operations; 3 percent in policy analysis and public affairs; and 5 percent in other positions. The mean starting salaries for 1980 business, public, and health program graduates were \$24,826, \$23,889, and \$22,357, respectively. A placement statistics summary will be mailed upon request by the Assistant Dean for Placement, Cornell University, 310 Malott Hall, Ithaca, New York 14853.

Some Organizations Interviewing Graduates on Campus

Abraham & Straus
R. P. Adams
Air Products and Chemicals, Inc.
Amax, Inc.
American Express Company
American Management Systems
Arthur Andersen and Company
Bankers Trust Company
Bell Systems
Bendix Corporation
Bloomingdale's
Bristol-Myers Company
Burroughs Corporation
Campbell Soup Company
Chase Manhattan Bank
Chemical Bank
Citibank
Colgate-Palmolive Company
Connecticut General Life Insurance Company
Continental Grain Company
Continental Group, Inc.
Continental Illinois National Bank
Continental Oil Company
Coopers and Lybrand
Corning Glass Works
Corroon and Black
Data Resources, Inc.
Deloitte, Haskins and Sells
Digital Equipment Corporation
R. R. Donnelley and Sons Company



Hector Caram-Andruet, general manager for Latin America, General Foods; Hortensia Sampedro, vice president for country risk policy at Chase Manhattan Bank; Caryl Bernstein, former vice president for insurance at the Overseas Private Investment Corporation; and Ramanbhai Bhakta, economist in the Financial Studies Division of the World Bank, participated in a one-day conference on international risk assessment.

Dow Corning	Roadway Express Company
DuPont	Rockwell International
Emerson Electric Company	Rohm and Haas Company
Energy Impact Associates	L. F. Rothschild, Unterberg, Towbin
Ernst and Whinney	Ryder Systems, Inc.
Exxon Corporation	Saddlebrook Corporation
Firestone Tire and Rubber Company	Kurt Salmon Associates
FMC Corporation	Salomon Brothers
Ford Motor Company	L. D. Schreiber Cheese Company, Inc.
Frito-Lay, Inc.	Scott Paper Company
General Electric Company	Joseph E. Seagram and Sons, Inc.
General Foods Corporation	Service Bureau Company
General Motors Corporation	Shawmut Bank of Boston, N.A.
Gillette Company	Sparkomatic
Goldman, Sachs and Company	Standard Oil Company of Indiana
Hartford National Bank	Standard Oil Company of Ohio
Hewlett-Packard Company	Technomics
Holiday Inns	The Analytical Sciences Corporation
Hospital Affiliates	Touche Ross and Company
Hospital Corporation of America	Travelers Insurance Company
Illinois Bureau of the Budget	Turner Construction Company
Insurance Company of North America	U.G.I. Corporation
Interactive Data	Uniroyal
International Business Machines Corporation	United Farm Agency
Irving Trust	University Hospital, University of Michigan
S. C. Johnson and Sons, Inc.	U.S. Environmental Protection Agency
Kendall	Washington, D.C., Office of Budget and Resource Development
Laventhol and Horwath	Xerox Corporation
Eli Lilly and Company	Arthur Young and Company
McDonnell Douglas Automation Company	
McNeil Consumer Products	
Main Hurdman and Cranstoun	
Marathon Oil Company	
Marine Midland Bank	
Marriott Corporation	
Massachusetts General Hospital	
Oscar Mayer and Company	
Mellon Bank, N.A.	
Memorial Sloan-Kettering Cancer Center	
Merck and Company, Inc.	
Merck Sharpe and Dohme	
Metropolitan Life Insurance Company	
Mobil Oil Corporation	
Monsanto	
Morgan Guaranty Trust Company	
National Bank of North America	
National Broadcasting Company	
National Semiconductor	
National Steel Corporation	
New York City Office of General Services	
New York City Office of Management and Budget	
New York-New Jersey Port Authority	
New York State Office of the Budget	
Olin	
Owens-Corning Fiberglas Corporation	
Owens-Illinois, Inc.	
Pannell Kerr Foster	
Peat Marwick Mitchell and Company	
Price Waterhouse and Company	
Procter and Gamble Company	
Prudential Insurance Company of America	
Ralston Purina Company	





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

Application for admission to the doctoral program should be made on the forms of the Graduate School of Cornell, which should be sent to the Graduate School, Cornell University, Sage Graduate Center, Ithaca, New York 14853. The intent to major in the Field of Business and Public Administration should be indicated in the appropriate place. All applicants, whether from the United States or abroad, are required to take either the Graduate Record Examinations (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 the 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 who have 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. degree 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; renewals are 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 pages 65–69 for additional details.

Requirements

Each doctoral student is assigned a temporary committee composed of faculty members 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 committee 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 the 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 primary emphasis in the Field of Business and Public Administration is on applied areas of research. However, solving applied problems usually requires a strong background in a disciplinary field. Acquisition of this background will enable the doctoral graduates of this school to engage in scholarly research throughout their careers. Therefore, the major and the minor subjects in the field are segregated into two groups:

Group I—disciplinary areas relevant to managerial problems

Group II—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; exceptions are indicated.

Some candidates electing a major subject in Group II may want 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 want 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. So that administration of these exceptions may 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 who major in another field may elect to minor 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 students who minor 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 decision making in public and private management. A candidate may study the problems of a total economy, of industries, or of a firm. He or she may concentrate on topics 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 uses methods from the social and behavioral sciences to study human activity in organizational settings. The major concern is 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.

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.

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 the 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 to achieve a combination of related objectives: the advancement of basic knowledge, the use of that knowledge in teaching programs, and the further encouragement of faculty members 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 affects stock prices and decision making; effects of inflation on the behavior of security prices; simulation of use of hospital beds; experimental

and financial evaluation of alternative pricing systems on the use 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, multiechelon, and multilocation production-distribution systems.

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 from 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.

J. William Middendorf, president and chief executive officer of Finance General Bankshares, speaking before a banking class.





Bernard Lee Lifshutz, president of Texas Home Improvement; Donald Moore, deputy chairman of the National Endowment for the Arts; Thomas W. Leavitt, director of the Herbert F. Johnson Museum of Art; Robert Peck, assistant minority counsel of the U.S. Senate Committee on the Environment and Public Works; Harvey Lichtenstein, president of the Brooklyn Academy of Music; and Samuel Sachs, director of the Minneapolis Institute of the Arts, speaking at B&PA's national conference on the economic impact of the arts.

Faculty

Full-Time Faculty

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, consulting, and new business ventures. He is a codirector of the American Bankers Association Business of Banking School, an associate director of the Columbia University Bank Management Program, and a recipient of the Touche Ross New Perspectives Award. He is also a consultant to Chase Manhattan Bank and to the chairman of Northeast Bank Corporation. He will be on leave during the 1981-82 academic year.

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 the federal department of Health and Human Services and to state and local government bodies.

James W. Begun, M.A., Ph.D. (North Carolina at Chapel Hill)

Assistant Professor of Health Care Organization

Professor Begun's research activities are in the areas of the politics and economics of regulation, the supply and distribution of health personnel, and the sociology of organizations and occupations. He teaches courses on health services and organizational theory.

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 *Administrative Science Quarterly*, associate director of Cornell's Center for International Studies, and an adviser to the Ministry of Finance of the government of Bahrain.

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

Nicholas H. Noyes Professor of Business Administration

Professor Bierman's interests are in the areas of corporate investment 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.

Earl Brooks, M.S. (American University)
Professor of Administration

Professor Brooks teaches organizational behavior, personnel management, and negotiations. 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 coordinator of the school's Executive Development Program.

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 City 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.

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 econometric models of the automobile industry, accounting theory, the investment decision, the effects of alternative accounting techniques on management decisions, the behavioral effects of accounting reports, the economic consequences of accounting policy decisions, 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 director of the doctoral 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 Cornell University Medical College.

John A. Elliott, M.B.A. (Maryland), Ph.D. candidate (Cornell), C.P.A.

Assistant Professor of Accounting

Professor Elliott teaches auditing and federal income tax policy and procedures. His research is primarily empirical and is currently focused on mandatory accounting policies, audit opinions and security price behavior, and the effects of differential tax rates on bond returns.

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 decisions. 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, the U.S. Congressional Office of Technology Assessment, and numerous corporations. He is currently a consultant to the Federal Energy Regulatory Commission and the Department of Energy.

Ronald W. Hilton, Ph.D. (Ohio State)

Associate 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, M.B.A. (Dartmouth), 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 doing theoretical research relating to the pricing of securities in the capital markets.

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 government 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, national economic policy, and the relationships among business, government, and public policies. Professor Lind has consulted widely for both public and private organizations and is president of the Washington Campus Program, a consortium of business schools directed toward the business-government relationship. He will be on leave during fall semester, 1981.

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 is devoted to the impact of office computer technology on the structure and function of organizations.

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 Advisers 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 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. He will be on leave during the 1981-82 academic year.

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.

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 security returns. Professor Oldfield has worked for the New York and Philadelphia Federal Reserve banks and consults for several commercial banks and investment banking firms.

Levent Ormancioglu, M.M., Ph.D. (Northwestern)

Assistant Professor of Information Systems

Professor Ormancioglu's primary interest is in management information systems. He has taught courses and written articles on system design, data-base management, decision support systems, and report generators. He is currently working on specification languages to facilitate communication between the management and the computing staff.

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. 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 Management 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.

Charlotte Rosen, M.A. (University of British Columbia), Ph.D. (Cornell)

Lecturer, Management Communication

Ms. Rosen's teaching fields are oral and written communication. Her background is in theater arts, and she is interested in developing a public-speaking text for graduate students in administration.

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. Professor Rudd will teach only during fall semester, 1981.

Darius Jal Sabavala, Ph.D. (Columbia)

Assistant Professor of Marketing and Management Science

Professor Sabavala's research interests are in the areas of analysis 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 applied econometrics. His consulting projects have been concerned with building response models for evaluating alternative marketing strategies. He spent the 1980-81 academic year at Bell Telephone Laboratories.

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 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 for six years served as 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)

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.

Richard H. Thaler, Ph.D. (Rochester)

Associate 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 management, forecasting, material-requirements planning systems, and the effect of marketing decisions on production planning. He has consulted in and been involved in management education programs for several companies. His current research interests involve mathematical models for managing complex production-distribution systems.

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, placing 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* and advisory editor of *Contemporary Psychology*.

Elliott N. Weiss, Ph.D. (Wharton)

Assistant Professor of Operations Management
Professor Weiss's research interests are in the application of the methodology and techniques of operations research in the public and private sectors. His recent research has been on the development of a stochastic service network model for capacity planning for progressive patient care hospitals. He is currently doing research on capacity-constrained stochastic service networks and on the solution of large production-planning problems. Other interests include sales-force allocation and control of Markov processes.

Dick R. Wittink, Ph.D. (Purdue)

Associate Professor of Marketing and Quantitative Methods

Professor Wittink's teaching interests are in marketing management, new products, marketing research, applied statistics, and econometrics. His research interests include preference and choice models; measurement and analysis issues in marketing research; market segmentation; and econometric model building. Currently he is studying aggregation issues in econometrics and the relationship between security prices and marketing variables, and he is working on a theory of brand proliferation.

Anthony J. Zahorik, M.A. (Illinois), M.B.A., Ph.D. (Cornell)

Assistant Professor of Marketing and Operations Management

Professor Zahorik's interests include the study of brand switching; product design and scheduling problems for multistage, multiproduct production; and distribution systems.

Associated and Visiting 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, an organization engaged in collective bargaining in behalf of a large number of hospitals and homes. He is a management labor attorney and serves as a vice president of South Nassau Communities Hospital.

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

Coordinator of Health Services Development and Continuing Education

Professor 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 management and strategic planning. He also serves on a number of health care committees and boards.

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

Visiting Professor of Comparative Development 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 a professor of social administration and director of a management program for clinicians at the University of Manchester, England.

Robert M. Crane, M.B.A. (Cornell)

Visiting Professor of Health Policy

Professor Crane is deputy commissioner of the Division of Program and Policy Development and Evaluation of the New York State Department of Health. He is a former senior staff associate of the Subcommittee on Health and Environment, Committee on Interstate and Foreign Commerce, U.S. House of Representatives, and before that was chief of the Regulatory Method Branch, Bureau of Health Planning and Resources Development, in the federal department of Health and Human Services.

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 (SUNY) and executive director 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.

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.

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 Upstate Medical Center of the State University of New York 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. During fall semester, 1981, Dr. Kaplan will be a visiting scientist at the Tavistock Psychiatric Center, London.

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 on 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 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)

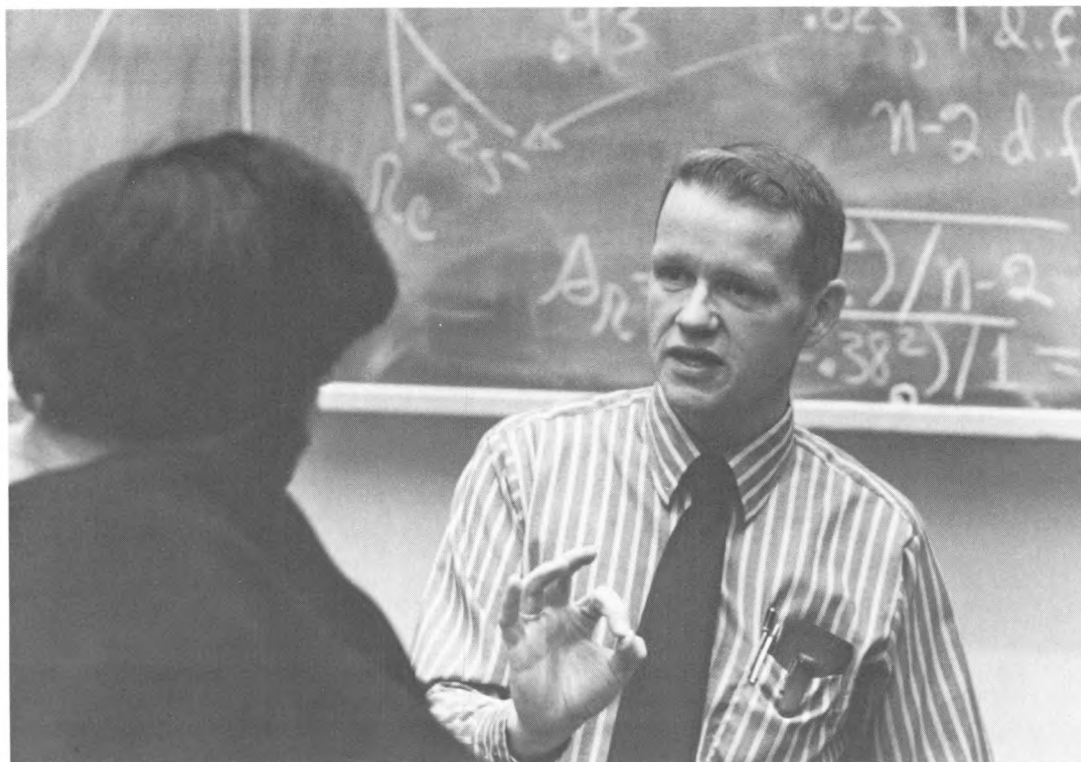
Visiting Professor of Administrative Medicine

Dr. Ley is director of the Department of University Health Services at Cornell and professor of medicine at Cornell 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.

David D. Thompson, M.D. (Cornell Medical College)

Visiting Professor of Hospital Administration

Dr. Thompson is the director of New York Hospital and a professor of medicine at Cornell University 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.



Frederick Yanni, M.P.A. (Cornell)

Visiting Professor of H.M.O. Development and Management

Professor Yanni is executive vice president of Health Services Medical Corporation, a health maintenance organization based at Syracuse, New York. He is also executive director of Health Services Association, a corporation that operates several ambulatory care centers.

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 in the College of Arts and Sciences and in the Department of Agricultural Economics in the College of Agriculture and Life Sciences. Through the courses that associated faculty members teach and the committees on which they serve, the programs of the Graduate School of Business and Public Administration gain an added diversity.

Professors Emeriti

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

Curriculum

This section lists and describes the courses offered by B&PA, including those offered jointly with another school or college on the campus. For the most current course information, students are strongly urged to consult the course schedules published by the Office of the Registrar.

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, students should consult the Cornell publication *Courses of Study*.

Note: Brackets surrounding a course description indicate that that course will not be taught in the academic year 1981–82. Any courses mentioned but not described in this publication are described in *Courses of Study*.

Common Core Courses

NCC 500

Managerial Accounting Fall. 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 the analysis of financial statements and the uses and limitations of ratios and other quantitative measures are introduced. In the second part of the course, 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 Fall. 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 for NCC 501.

Note: For those students who have had little or no mathematics, B&PA conducts an intensive one-week preparatory course in algebra and calculus in late August each year. For additional information on this program and on other means of meeting the calculus requirement, please refer to page 56.

NCC 502

Economic Principles for Management Fall. Three credits.

The fundamental concepts and principles of microeconomic 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 the operation of markets.

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 Fall and spring. 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 during the fall semester; the spring-semester course is open only to B&PA students. *Prerequisites:* NCC 501 or NCC 502 or the equivalent. *Required for the M.B.A.*

NBP 501

Production and Operations Management Fall and spring. 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 their equivalent. *Required for the M.B.A.*

NBP 502

Managerial Finance Fall and spring. 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 and the capital-asset pricing model. The second 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 decisions is then explored. Other topics covered are dividend policy and the management and financing of short-term assets. *Prerequisites:* NCC 500 and NCC 501 or their equivalent. *Required for the M.B.A.*

[NBP 503]

Business Policy Three credits. Not offered in 1981–82.

This course is designed to ease the transition from the university to the business world. It is intended primarily for students who want to make this transition either by starting their own firm or by assuming a line management role in a small, innovative company. However, the principles covered are applicable to all business policy decisions regardless of the size of the firm. The course is built upon a combination of Harvard cases, current problems presented by business executives, discussions with representatives from regulatory, legal, financial, and other relevant professions, and background lectures by the instructor. Emphasis is placed on the student's ability to take positive action and use his or her M.B.A. training to the best advantage. *Prerequisites:* NBP 500, NBP 501, and NBP 502. Only students registered in B&PA may take this course.]

NBP 504

Introduction to the Business-Government Interface Spring. 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 the M.B.A.*

Note: NPP 502 may be substituted for NBP 504.

M.P.A. Candidates

NPP 500

Economic Foundations of Public Policy Fall. Three credits.

This course is designed to be taken concurrently with NCC 502. It examines the aspects of economic theory that are particularly relevant to government activity. Current public-policy questions are emphasized as applications of the tools of economic analyses. Theoretical topics include welfare economics, externalities and property rights, models of government and bureaucracy, social choice, taxation, regulation, macroeconomic policy. *Required for the M.P.A.*

NPP 501

Public Financial Management Fall. Three credits.

This course covers a variety of topics related to public financial management. Four weeks are devoted to public-sector accounting, two weeks to state and local finance, and the remainder of the semester to federal budgeting and cost-benefit analysis. *Required for the M.P.A.*

NPP 502

Policy Considerations: The Business-Government Interface Fall. Three credits.

This course considers whether the United States should develop and implement a national policy toward industry, and if so, what that policy should be and how it should be organized. Also discussed are the implications of the industrial policies of other private-market, industrialized nations (e.g., Japan, France, Germany), as well as the already-developed national industrial policy toward agriculture in the United States. These issues are examined from the perspectives of business managers and public-sector managers in the context of a general public policy. The class begins in an urban-discussion format and then shifts to a seminar format, in which student groups present policy recommendations to the "board." *Required for the M.P.A.*

NPP 503

The Conduct of Public Affairs Spring. 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 who anticipates 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 experts serving in advisory or administrative capacities and operating officials exercising program and political responsibilities. 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 interactions, and outcomes of public decision making are analyzed and compared as reflections of particular program factors. 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 papers or memorandums, and student presentations. *Required for the M.P.A.*

M.P.S.(H.H.S.A.) Candidates

NHP 500

Introduction to Health Services Fall. Three credits.

Health services are described and analyzed in the context of recent political, social, and economic developments. The roles and responsibilities of various institutions and professional groups are examined; particular emphasis is placed on the hospital as the central institution in the provision of community medical care. Current concepts and issues in planning, regulation, and marketing are surveyed. Alternative methods of organizing and financing health care services are analyzed in an effort to evaluate the capacity of the current health services system to respond to pressures generated by changing disease patterns, rising expectations, and economic imperatives of medical technology. *Required for all hospital and health services students regardless of degree choice.*

Elective Courses

Business Administration Program

Accounting

NBA 500

Intermediate Accounting Fall and spring. Three credits.

This course is intended to motivate and facilitate students' learning the concepts and terminology that are essential to an understanding of financial accounting and financial statements. Relatively brief cases drawn from or based on actual corporate financial reports are used to enhance students' understanding of how accounting information is collected, adjusted, or modified and presented to investors and others; their understanding of, and ability to critically evaluate, published financial statements; and their obtaining of a practical working mastery of these concepts and terminology. *Prerequisite:* NCC 500 or the equivalent.

NBA 501

Advanced Accounting Spring. Three credits.

This course, a continuation of NBA 500, deals with advanced topics of financial accounting. Among the specialized situations covered are consolidated statements, multinational operations, fund accounting, and bankruptcy. The student learns 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 Fall and spring. Three credits.

This course concentrates on the controller's function in the decision-making process. The course is specifically designed for those who either will be responsible for the cost records of an organization or 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** Spring. 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** Spring. Three credits.

This course is designed for the student who is interested in a career in public accounting or who wants to fulfill the New York State requirements for the Certified Public Accountancy concentration. The focus is on the auditing profession, the audit process, and audit reports.

NBA 506**Financial Information Evaluation** Fall and spring. Three credits.

This course focuses on issues of the evaluation of accounting information; special emphasis is placed 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 are explored. Emphasis is 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** Fall. 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** Three credits. Not offered in 1981-82.

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 to assessing their relevance for practicing accountants and other decision makers. *Prerequisite:* NBA 502.]

Business Law**NBA 510****Law of Business Associations** Fall. 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** Spring. 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** Spring. 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 is not open to students who are enrolled in or have taken NBA 511.

Finance**NBA 514****Financial Policy Decisions** Fall. Three credits.

This course deals with quantitative decision models for different types of financing methods, starting with leases and 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, but consideration is also 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**Economic Evaluation of Capital Investment Projects**

Spring. 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 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.

NBA 516**Investment Management** Fall. Three credits.

This course emphasizes portfolio theory, performance measurement, fundamental and technical security

analysis, risk analysis, and security price information. The focus is on the application of financial theory, economics, management science, and information systems to the investment management process. A variety of quantitative techniques are 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 518

Financial Markets and Institutions Fall. Three credits.

This course develops a unified framework for understanding financial intermediation. The 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 Spring. Three credits.

This course applies the concepts of corporate finance and microeconomics to the management of commercial banks. Topics include loan pricing, bond portfolio management, asset and liability management, and international banking. The format is an integrated combination of lectures, case studies, and a bank management simulation. *Prerequisites:* NBP 500, NBP 501, NBP 502, NBP 503, and NBA 518.

NBA 521

Finance Theory Fall and spring. 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 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.

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

NBA 515

Economic Evaluation of Capital Investment Projects

NBA 524

Options, Bonds, and Commodities Spring.

Three credits.

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

Investment Banking Spring. Three credits.

This course develops the analytic basis for investment banking. Guest speakers and case studies give institutional applications for the material developed in the course. *Prerequisites:* NBA 514 and NBA 521 or permission of the instructor.

Marketing

NBA 541

Marketing Research Fall. Four credits.

Marketing research is concerned with the identification of needs for information 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 their equivalent.

NBA 542

Advertising Management Fall. 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 Spring. Three credits.

This course provides a balance between theoretical and practical approaches to the development of marketing strategies in a multiproduct firm. It relates recent research to the resolution of questions such as product-market boundary definition, allocation of resources, product portfolio decisions, profit impact of marketing strategies, and constraints placed by legal and other environmental factors. Case analyses and guest speakers from industry provide a view of operational aspects of marketing strategy. A computer game is used to evaluate and compare the alternative courses of action. Student teams work on marketing strategy projects applied to actual corporations.

[NBA 544]**Seminar in Marketing Planning: Topics and Cases**
Two credits. Not offered in 1981–82.

This is a second-level course in marketing planning and strategy development. Selected topics are discussed through analyses of published cases and of cases from industry. Students are 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** Spring. Three 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. *Prerequisite:* NCC 502, NBP 500, or permission of the instructor.

NBA 546**Marketing Decision Analysis** Spring. Three credits.

This course deals with the application of management and behavioral-science models to strategic marketing problems. Emphasis is placed on understanding the nature and complexity of marketing decisions, structuring marketing situations for analysis, and evaluating the utility of existing models, many of which are being used in industry. The course covers the principal decision areas of product, pricing, advertising, promotion, and distribution. Since marketing actions are directed toward the customer, part of the course is devoted to models of customer preference and choice. *Prerequisite:* NBP 500 and NCC 501.

NBA 547**Demand Analysis and Consumer Behavior** Spring. Three credits.

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

NBA 548**Marketing Management of Industrial Products** Fall. Three credits.

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 approaches toward resolving them. *Prerequisite:* NBP 500.

[NBA 550]**Special Topics in Marketing Management** One, two, or three credits, depending on topic. Not offered in 1981–82.

This course is devoted to an in-depth examination of one selected topic in marketing. The topic varies 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 the instructor.]

NBA 552**Seminar in Current Research in Marketing** Fall and spring. No credit.

This seminar reviews and appraises selected trends in current research in marketing. Topics may vary from year to year but 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 also participate in the discussions.

NBA 553**Product Planning** Fall. Three credits.

The development of new products, and the adaptation of existing products to changing markets, are essential to the long-term well-being and growth of a corporation. This course is designed to expose students to processes for product development, analytical procedures for designing and introducing new products, and formulation of product policies. Topics include methods for identifying new opportunities for products, product positioning, analysis of target market preferences and perceptions, market segmentation, forecasting, test marketing, management of existing products, and organizational issues relevant to product management.

Production and Operations Management**NBA 560****Production Management** Fall. Three credits.

Major economic decisions in the management of productive systems are studied, such as process and equipment selection and replacement; materials handling; production scheduling, including MRP (material requirements planning); capacity planning; organization and scheduling of job shops; and quality control. Cases are used to illustrate the problem areas and the managerial issues surrounding them. Management science techniques such as mathematical programming, simulation, and queuing theory are used as needed, and the capabilities and limitations of these tools are discussed from the viewpoint of management. *Prerequisite:* NBP 501 or permission of the instructor.

NBA 562**Business Logistics Management** Spring. 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 about one-third 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 participant 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 ORIE 622 Operations Research I and ORIE 623 Operations Research II.

NBA 563

Policy Issues for the 80s Fall. Three credits.

This course deals with major issues that will confront executive business management in the decade ahead. The emphasis is on analyzing and understanding long-term social and economic trends, coping with them within the enterprise to the extent possible, formulating sound public policy recommendations for dealing with them externally, and then convincing a wide audience—business stakeholders, voters, and public decision makers—about the problems and proposed solutions. The course requires the active participation of students, as potential managers, in the analysis and presentation of such subjects as internationalization of business, restoring American productivity, enlisting constructive employee participation, and in ethical expectations of business. Real-time case situations, lectures, class discussions and presentations, and visits by top-ranking executives are used.

NBA 564

Entrepreneurship Spring. Credits to be determined.

Details about this course are available from the B&PA registrar.

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 512

Seminar in Public Systems Analysis Spring. 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 are generally directed toward issues of urgent current interest. The course is closely coupled with a 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, health care, urban service provision, or transportation. Small groups work on the problem, using a broad range of problem-solving techniques. Solutions may include the design of a new institution, the preparation of a draft of new legislation, or recommendations for alleviation of particularly problematic situations. 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 515

The Politics of Technical Decisions I (also CRP 533 and Government 629) Fall. 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 Spring. Four credits.

This research seminar in 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 Affairs Colloquium Fall. One credit.

The colloquium features six meetings, during alternating weeks, with officials from government, business, labor, consulting, and public interest organizations. The focus is

Public Administration Program

NPA 500

Urban Government Operations Fall. 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 elected and appointed officials make to the opportunities and problems that face the urban community. Through examination of interacting substantive, political, and managerial issues, it attempts to develop the student's knowledge and convictions regarding government leadership, systems analysis, planning and evaluation, urban bureaucracy, and resource development and allocations, as well as metrogovernment reorganization.

NPA 507-508

Integrative Seminar: Education for Public Management Program I and II Fall and spring. Three credits each semester.

This seminar is designed primarily for the participants in the Education for Public Management Program (EPM). It attempts to increase the participants' understanding of, and convictions regarding, the interaction of policy, politics, and administration. The subject matter is adapted to the interests and the individual study programs of the particular EPM group members. The

on the realities of official involvement in specific public-policy issues currently of major significance. The colloquium complements the school's policy-oriented courses and provides students with opportunities to meet with operating officials and gain insights regarding career alternatives. Students are expected to read before each session assigned material that is relevant to the particular issue to be discussed. With the permission of the instructor, individual students may earn extra credit by doing one or two hours of directed reading that involves research, personal contact with guest speakers, and preparation of an analytical paper.

[NPA 520]

Legal Process (also Civil and Environmental Engineering B614) Four credits. Not offered in 1981–82.

This course is a rigorous introduction to the operation of the United States legal system. It focuses on developing the skills to analyze judicial decisions, agency regulations, and statutes and to carry out one's own basic legal research.]

NPA 521

Energy and Public Policy Fall. 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 is investigated, as they affect energy pricing, production, investment, and distribution decisions.

Hospital and Health Services Administration Program

Note: NHP 500 is a prerequisite to all one-credit NHA courses.

NHA 501

Hospital Strategic Planning Spring. Three credits.

The course is designed for students who are interested in the hospital strategic planning process and who may be pursuing careers in hospital management, health planning, or management consulting. It attempts to apply and develop the student's knowledge, skills, and analytical abilities concerning the planning and implementation of health services at the institutional level. The strategic planning process is viewed as an essential part of corporate management, a dynamic endeavor that enables the organization to cope with change and to meet community health care needs in an increasingly competitive environment. Concepts and tactics of value in assessing organization opportunities internally and externally are stressed. Cases, visiting discussion leaders, and student reports help to focus and synthesize the course sessions and materials. The cases include analyses of medical staff and board relationships, market share, and multihospital systems.

NHA 502

Psychiatric Institutions: Administration and Practice Spring. Three credits.

This course presents a comprehensive overview of the clinical practices and administrative organizations of psychiatric (and mental health) institutions. It is designed to prepare students for careers in mental health administration and general hospital administration. The course is divided into three units: the clinical experience, the organizational enterprise, and the economic and

political enterprise. Within this framework, seminars are devoted to a review of the clinical problems that require psychiatric attention and the kinds of treatment available; the organization and administration of community mental health centers, public and private psychiatric hospitals, and psychiatric services in general hospitals; the political and economic issues that impinge on mental health services; and the role of the mental health administrator. Two field trips are offered during the semester. Students are encouraged to prepare a paper or a project in an area of particular interest to them.

NHA 503

Primary Health Care Services: Policy and Planning Spring. Three credits.

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. 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 area health planning in the United States.

NHA 504

Legal Aspects of Hospital Administration Fall. Three credits.

This course introduces 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 Spring. Three credits.

The course is a critical survey of the research tools applicable to program evaluation in health settings. Topics include a review of basic issues in evaluation research; research design; problems of measurement; sampling; analysis of data; and the use of evaluation research for health program and policy planning.

NHA 506

Health Economics Fall. 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 to address the question of the role for the government in the health care arena.

NHA 507

Health and Welfare Policy Fall. 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

Introduction to HMOs Spring. One credit.

The major goal of this course is to provide students with a conceptual framework for understanding the role of health maintenance organizations (HMOs) in today's health economy and to provide an introduction to the planning, development, and operation of HMOs.

NHA 509

Health Operations Management and Planning Spring. Three credits.

The course examines operational problems in the areas of hospital administration and health planning. These include 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. *Prerequisite:* NCC 501 or the equivalent.

NHA 510

Seminar in Hospital Management Fall. Three credits.

Designed as an integrating "capstone" seminar for second-year students interested in hospital and health services administration, the course focuses on management decision making and attempts to develop the student's problem-solving and written skills through the analysis of cases. A number of major themes are explored, such as hospital objectives, governance and corporate structure, medical staff relationships, organizational change, motivation, group processes, conflict management, and executive leadership.

NHA 511

Field Studies in Health Administration and Planning Fall and spring. Variable credit.

Students interested in developing administrative and program-planning research skills are 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]

Long-Term Care Services: Policy and Planning Three credits. Not offered in 1981-82.

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 for long-term care and community-based health and social support services.]

NHA 514

Washington Health Policy Field Seminar Intersession between fall and spring 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; spokespersons 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 the department of Health and Human Services. 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 fall and spring 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, among others, neighborhood health centers, methadone treatment clinics, and municipal hospitals. 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 fall and spring semesters. One credit.

As a follow-up to NHA 515, the New York Hospital–Cornell Medical Center 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. Students meet 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 Spring. Two credits.

The principal aim of this course is to give insights into the rationales and attitudes of physicians about 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 Spring. 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 addresses the topics of working-capital management, budgeting, and capital financing in hospitals.

NHA 519

International Comparisons of Health Services Spring. One credit.

This course covers the trends in health services management in the developed countries, to improve students' understanding of contemporary United States 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 Spring. 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. Films are also used. A short research paper on one of the topics covered is required.

NHA 521

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 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 One credit. Not offered in 1981–82. Basic accounting concepts are applied to the problems and institutions of the public not-for-profit sector. This course is primarily for public and hospital administration students. *Prerequisite:* NCC 500. It is also recommended that the student have had one other accounting course.]

International Business, Development, and Economics

NCE 504

The Political Economy in National and International Perspectives Fall. Two credits.

The course analyzes domestic and foreign policy developments in the United States during the recent "cold war" years. Emphasis is placed on how these developments affect American business, in particular, the growth of multinational corporations. The class meets for a one-hour lecture followed by at least a half-hour discussion. Two papers and a one-hour final examination are required.

NCE 505

International Trade and Finance Fall. Three credits.

This course is divided into two major sections. 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 and NCE 523 or permission of the instructor.

NCE 507

American Business Operations Abroad Fall. Three credits.

This course is an introduction 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 read parts of selected congressional hearings. *Prerequisite:* graduate standing.

NCE 514

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

An intercollegiate 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

International Trade Theory and Policy

562

International Monetary Theory and Policy

565

Economic Problems of Latin America

567

Comparative Economic Systems: Soviet Union and Europe

571

Public Policy and 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

NBA 517

Security Analysis Spring. Three credits.

This course is divided into two parts. The first part lasts approximately nine weeks and is in a lecture format dealing with the essentials of security analysis, portfolio theory and management, options, and institutional investment management and performance evaluations. The remaining five weeks are devoted to student presentations of security analysis for industry and individual firms. An examination at the end of the first part of the course and a written report on the company chosen for analysis are required. *Prerequisite:* NBP 502.

NCE 523

Macroeconomic Theory and Policy Spring. Three credits.

The basic macroeconomic theory necessary for both advanced financial theory and economic policy analysis is developed and then applied to the major economic policy issues of today: inflation, unemployment, economic growth, productivity, and international competition.

NCE 526

Government Regulation of Business Spring. Three credits.

This course deals with the interaction between business and government in a mixed economy. Cases and problems are discussed from the viewpoint of both the business and the public manager. The major topics are public policies in markets in which competitive structure is feasible (antitrust); public policies in markets in which monopoly structure is the most efficient means of producing goods or services (natural monopolies such as public utilities); and public policies in areas in which government intervention is required for efficient resource allocation (environmental and work-place regulation, subsidies for research and development).

NCE 527

American Industry: Economic Analysis and Public Policy Fall. 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, 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 Spring. 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 situations actually experienced by the instructor that require 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 memorandums on particular topics—are assigned; some are submitted in draft form and are 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.

Note: Students interested in managerial economics should also consider the following courses offered by the school:

NBA 518
Financial Markets and 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 Trade 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
Organizational Theory and Behavior Fall. Three credits.

Theories and empirical research on human behavior in organizations are studied; special attention is given to their implications for management. 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, decision making and judgment, and communication and control processes. The course is presented through readings and through discussion of theory and empirical research. Cases and exercises are used.

NCE 541
Personnel Administration and Human Relations Fall. Three credits.

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. The course is open only to graduate students.

NCE 542
Processes and Techniques in Organizational Development Spring. Three credits.

The field of organizational development integrates many of the older theories of change in organizations with modern experimental 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 using videotape feedback, and practical work in a local organization. *Prerequisite:* a basic course in organizational theory.

[NCE 547]
Negotiations One credit. Not offered in 1981–82.

Among the topics considered in this course are principles of negotiations used in sales, purchasing, acquisitions, mergers, joint ventures, labor-management, and environmental issues; trends in negotiations; use of teams; preparation; planning; power; strategy; tactics; timing; and pitfalls. Each participant engages in negotiations and prepares a paper on a specific phase of negotiations.]

[NCE 548]
Behavioral Science and Managing One credit. Not offered in 1981–82.

The purpose of this course is to demonstrate behaviorally based tools 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 Spring. Three credits.

This course explores current trends in office automation and word processing. It is intended for students with a strong background in computer–MIS systems. Theories of organizational change and development are 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** Spring. 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. Techniques of creative problem solving are investigated, and students are given drills throughout the semester aimed at improving their creativity.

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

Quantitative Analysis**[NCE 564****Applied Multivariate Analysis** Three or four credits. Not offered in 1981–82.

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 a substantive problem of particular interest. *Prerequisite:* NCC 501 or permission of the instructor.]

NCE 565**Applied Econometrics** Fall and spring. Three credits.

This course deals with econometric model building and its applications to managerial problems in the business and public sectors. A sound understanding of regression analysis is developed. Topics include the linear model and its assumptions and methods for dealing with such issues as autocorrelation, heteroscedasticity, nonlinearity, and aggregation. The fall-semester course focuses on business forecasting. The spring-semester course focuses on applications in a variety of contexts.

[NCE 566**Management Science** Three credits. Not offered in 1981–82.

This course develops several mathematical and computer techniques commonly used in analyzing management problems. Several techniques are covered, including linear programming and extensions, nonlinear programming, integer programming, and stochastic models of operating systems. The application of these and other management science techniques is discussed at length. Students are expected to develop a term paper on a survey of either a technical area or a type of application. *Prerequisites:* NCC 501 and NCC 503.]

Note: Students should also consider courses in operations management offered by other units of the University, such as those listed below.

Operations Research and Industrial Engineering:

660**Applied Probability****670****Applied Statistics****622****Operations Research I****623****Operations Research II****Management Information Systems****NCE 568****Computer-based Modeling** Fall. Three credits.

An introduction to the development and use of deterministic and nondeterministic models to analyze problems in areas such as financial planning, capital investment, and marketing strategy. Students program several models using a commercially available financial planning language. *Prerequisites:* Completion of NCC 503 or the equivalent, and completion of or concurrent enrollment in NCC 500, NCC 501, and NCC 502.

Note: This course may be substituted for NCC 503 and NCC 504 if taken for a letter grade.

NCE 569**Introduction to COBOL Programming** Spring.

Three credits.

This course provides an introduction to the ANS standard COBOL language, 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 Management** Fall. Three credits.

The course provides an introduction to the design, use, and management of computerized data bases. Topics include physical and logical data structures; design considerations, including efficiency and consistency; retrieval problems, including data-base languages and search techniques; maintenance considerations such as security and integrity; and the duties of a data-base administrator. A survey of commercially available data-base management systems is also provided. Projects involving actual use of a data-base system are assigned. *Prerequisite:* NCC 503.

NCE 571**Computer Systems Analysis** Spring. Three credits.

Computer systems analysis is the process through which the information-processing needs of an organization are specified and a system is designed to meet those needs. This course covers a number of techniques for describing and designing systems. Technical topics in computer systems architecture are discussed when necessary so that system design possibilities and constraints can be understood. Students complete an analysis of an actual systems design problem. *Prerequisites:* NCC 503 and NCC 504.

General**NCE 580****Seminar in University Administration** Spring.

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, admission and financial aid, salary levels, and governance procedures.

NCE 581

Management Writing Fall and spring. Seven weeks. One and one-half credits.

The aim of the course is to teach students to write clearly and concisely. The assignments cover a variety of representative forms and focus on audience analysis, organization, and editing to achieve the intended function of the piece.

NCE 582

Oral Communication Fall and spring. Seven weeks. One and one-half credits.

The aim of the course is to help students develop the skills, sensitivity, and confidence to speak effectively in a variety of situations. Assignments include impromptu and extemporaneous speaking, abstracting and adapting written reports, debates, graphics, question-and-answer periods, and speaking in a large auditorium. Speeches are videotaped and critiqued by the class group.

Research

NMI 500 or 501 or 502

Directed Reading and Research Fall and spring. One, two, or three credits, respectively.

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

[NMI 510]

Personal Computing Laboratory

Not offered in 1981–82. One credit.

This course is designed for the student who is interested in applying personal computers to complex real-world problems in financial or investment analysis. Many such problems cannot be realistically treated without building a computer model of them. Moreover, programs developed on large-scale university computers are rarely usable in the corporate world because of computer system changes, high cost, or restricted availability of computer resources. This course introduces students to the use of low-cost personal computers for financial analysis. Programming and application instruction are done on the Texas Instruments TI-58 C and TI-59, provided by B&PA with representative examples from more powerful minicomputer systems. Although programming is stressed, the focus is on applications such as forecasting, forecast evaluation, corporate simulation, and project analysis. *Prerequisites:* NCC 500, NCC 501, NCC 502, NCC 503, and NCC 504.]

NRE 503

Advanced Capital Market Theory Fall. Three credits.

The objective of the course is to develop the mathematical basis of security value theory. Topics include Von Neumann–Morgenstern utility theory and risk aversion, arbitrage asset pricing theory, stochastic processes, and contingent claim pricing models. Each student conducts a research project. *Prerequisite:* permission of the instructor.

NRE 504

Doctoral Seminar in Accounting Fall. Three credits.

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 Fall and spring. Three credits each semester.

This workshop is designed for faculty members and Ph.D. students who have an interest in finance. Most workshop sessions are devoted to critical analyses of unpublished theoretical and empirical research papers. The workshop usually meets at 4:00 p.m. on Wednesday.

NRE 506

Doctoral Seminar in Monetary Economics Spring. Three credits.

This seminar deals with the influence of money in a macroeconomic framework. Topics 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 507

Advanced Corporate Finance Theory Spring. Three credits.

This course covers the most recent advances in corporate finance theory. Topics include adjusted present value, valuation of corporate securities, dividend policy, the debt-equity decision, and the criterion for wealth maximization. Each student conducts a research project. *Prerequisite:* permission of the instructor.

NRE 508

Advanced Seminar in Banking and Financial Markets Spring. Three credits.

This seminar examines the role of commercial banking in the financial markets. It emphasizes current research on banking and financial institutions. Topics include the banking firm, financial innovation, credit rationing, and regulatory problems. *Prerequisite:* permission of the instructor.

[NRE 942]

Social Psychology of Organizing Three credits. Not offered in 1981–82.

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 enable students to apply these concepts 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.]





Student Life

The Graduate School of Business and Public Administration 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, serviced by USAir and several commuter airlines, is one hour by plane and five hours by car from New York City, and other major metropolitan areas are easily accessible.

Housing

University-owned Housing

Single-Student Housing

Coeducational graduate dormitory housing is available at Sage Hall and Schuyler House. Sage

Hall, located in the center of the campus, houses 189 students and has dining facilities. Schuyler House, located near campus in the Collegetown area, houses 150 students. Thurston Court apartments, located on Thurston Avenue in the North Campus area, has eighteen units, which range from one to three rooms. The apartments are generally assigned to single graduate men or women.

For students seeking an international living experience, the International Living Center, on North Campus, 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, 1142 North Balch 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.

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, comfortable, and located 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 *Family Housing*, which can be obtained from the Family Housing Office, Cornell University, 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, cost, and desirability. The student is urged to search for housing as soon as possible. A good first step is to obtain the brochure *Off-Campus Housing* from the Off-Campus Housing Office, Cornell University, 103 Barnes Hall, Ithaca, New York 14853.

It is only through personal inspection that a student can compare and evaluate housing. Students are therefore urged to visit Ithaca no later than the end of June for this purpose.

Listings of available housing are posted in the Off-Campus Housing Office. Because the notices are constantly changing, it is not possible to mail listings or to maintain a waiting list of people seeking accommodations.

Rental prices of off-campus rooms range, on the average, from \$125 to \$150 a month for single rooms and from \$200 to \$250 a month for small efficiency quarters to more than \$300 a month for larger apartments accommodating families or groups of students.

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 by Cornell Dining and other units on campus at ten locations—Willard Straight Hall, North Campus Union, Noyes Center, Balch Halls, Sage Hall, Hughes Hall, Noyes Lodge, 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. There are also several small grocery and sundry stores on campus.

Health Services

The Department of University Health Services provides facilities for comprehensive medical care for students and their spouses. All regularly registered graduate students and their spouses are eligible. 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 Gannett Health Center;
2. overnight care at Gannett Health Center;
3. ordinary laboratory work, x-ray examinations, and physical therapy services ordered by health services staff that are performed on site;
4. counseling at the center by health services clinicians and by the Psychological Service staff.

The following health services are not available from the University:

1. hospitalization expense;
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 or on weekend trips and vacations, or b) during the summer unless enrolled as a summer student.



Gannett Health Center. Outpatient care and emergency after-hours care are provided at Gannett Health Center, 10 Central Avenue. The center's medical staff includes attending physicians, health associates, nurses, laboratory and radiology technologists, and physical therapists.

Center Hours. Medical care is available at Gannett Health Center twenty-four hours a day, 365 days a year. Regular hours for patient visits are 8:30 to 11:30 a.m. and 1:00 to 4:30 p.m. Monday through Friday, and 8:30 a.m. to noon on Saturday (fall and spring semesters only). Except for urgent problems, appointments are required for health services; they can be made by the staff at the main desk (telephone: 256-4082). Outside normal working hours and on holidays, a clinician either is at the center or can be reached by telephone. A student who has an urgent health problem should call either the health center (256-5155) or Cornell Public Safety (256-1111) to arrange to see a clinician.

Elective Accident and Sickness Insurance. An elective accident and sickness 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 Health Center, where a representative of the elective insurance company has an office. Students may also call 256-6363.

Employment for Students and Spouses

Although students enrolled in the Graduate School of Business and Public Administration do find part-time employment as a means of earning needed funds, prospective students are cautioned against seeking outside employment during their first semester in the school. At the school the assistant dean for admissions and student affairs, the assistant dean for placement, and the associate dean for external affairs are all available to provide counseling and guidance to 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 assistant dean for admissions and student affairs and the placement staff provide assistance whenever possible, and the B&PA Married Couples Club can sometimes supply job leads.

Student 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 \$250 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 Graduate Wives Club open to all wives of Cornell faculty members and graduate students.

B&PA Student Association. The student activities program is carried out under the general sponsorship of the B&PA Student Association. The eight officers constituting the Executive Council are elected each October by the entire first-year class. The Executive Council serves for one year. The association sponsors varied activities, ranging from formal dances and cocktail parties to informal student-faculty gatherings and other social events. It also sponsors women's and men's intramural athletic teams. A fee of \$30 covers membership in the association for the two years of residence at the school. Members, over 80 percent of the B&PA students, receive discounts at B&PA events.

B&PA Women's Association. The B&PA Women's Association sponsors professional and social activities for the female students at the school and for the entire B&PA community. The group 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 maintains contacts with professional women to learn their view of the job world.

Entrepreneurs Club. The Entrepreneurs Club focuses on the needs of those students who intend, at some time, to form their own small businesses. The club sponsors forums in which guest lecturers discuss such topics as incorporation, financing, venture capital, leveraged buy outs and taxes. Recent guest speakers have included independent

business consultants, successful entrepreneurs, a private investment banker, and a venture capitalist.

Graduate Minority Business Students

Association. The Graduate Minority Business Students Association is an organization of black and other American ethnic minority students in the school. It is involved in a variety of activities, including the promotion of continuing communication between minority students and the rest of the student body, the faculty, and the administration of the school. It also works in liaison with the Student Association to provide orientation activities specifically designed for minority students during the first month of the fall semester. It also carries on social and professional extracurricular activities throughout 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 the faculty and the administration. It assists foreign students in their orientation to the University, represents these students in academic and social matters, and organizes and coordinates many meetings and activities of international character within the school.

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 B&PA Student Association. The membership comprises students from the school who are interested in gaining experience in making investments. In addition to meetings, the club organizes events designed especially for small investors, including the Old Ezra Investment Game, an investment lecture series, and guest speakers from the investment community.

Public Management Students Association. The Public Management Students Association is designed to meet the needs of students concerned with the public sector. The association sponsors social events and professional activities, including forums and workshops. These activities reflect the diverse issues that students feel are important to their professional development. The association also assists incoming students by making 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 promotes close association and cooperation between the students and the faculty in the Sloan Program in Hospital and Health Services Administration. It represents students in matters relating to the curriculum and requirements for field experience and career placement, and provides social and professional extracurricular activities for its members. The association also sponsors guest speakers at colloquiums and meetings that are open to the University community.

Student-Faculty Committee. The Student-Faculty Committee (SFC) is the representative government organization of the school, by which the students express their views on matters affecting student-faculty-administration relationships. The SFC is composed of twelve elected student representatives and two faculty representatives appointed by the dean of the school. As the liaison between the students and the faculty, the SFC oversees a wide range of activities.

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 members, or direct a seminar. At the end of the day they address the school in Bache Amphitheater, exploring some of the key managerial problems of the 1980s. During the past academic year, the following executives joined the forum: David Rockefeller, chairman, Chase Manhattan Bank, N.A.; Sanford Weill, chairman and chief executive officer of Shearson Loeb Rhoades; Charles Knight, chairman and chief executive officer, Emerson Electric; Reginald Jones, chairman and chief executive officer, General Electric Company; Fletcher Byrom, chairman and chief executive officer, Koppers Company.

Management Forum. This series of forums takes place during the first semester and consists of visiting speakers who have a broad range of management backgrounds. The focus of the forum is on various career alternatives for students. It is a student-coordinated activity, and the topics covered each year reflect students' career interests. The forums are informal in nature and provide an opportunity for students to talk with the speakers.

Alumni Association

The school's alumni association has become increasingly active during the past few years. There are more than four thousand B&PA 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, assist current students in their job search, and interview prospective students for the office of admissions. The association offers a broad service in alumni placement. Under the aegis of the Placement Office, it assists alumni in career planning and in undertaking a job search.

Further Information

The *Announcement of the Graduate School* and the publication *Introducing Cornell* 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 social and cultural activities. Information about facilities, programs, and courses available in the other schools and departments of the University is included in *Courses of Study*. 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 information required by state and federal regulations is available from the Office of the Dean of Students, 103 Barnes Hall, and the Information and Referral Center. In addition an orientation handbook prepared by B&PA students is sent to all students upon their admission to the school.



Admission

Eligibility for Admission

Variables considered in the admission decision process include the applicant's earlier academic record, scores on required admission tests, and leadership demonstrated in employment experience, military service, or extracurricular activities. The Admissions Committee uses no arbitrary cutoff score to determine admission; it does consider impressive records of leadership as a balancing factor. Well over half of the school's students had 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, or handicap. The University is committed to the maintenance of affirmative action programs which will assure the continuation of such equality of opportunity.

Cornell University is committed to assisting those handicapped students who have special needs. A brochure describing services for the handicapped student may be obtained by writing to the Office of Equal Opportunity, Cornell University, 217 Day Hall, Ithaca, New York 14853. Questions or requests for special assistance may also be directed to that office.

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

Because of the specialization that occurs in graduate-level professional education and in subsequent careers, candidates are urged to pursue as broad an education as possible at the undergraduate level. Undergraduate courses in business administration do not enhance a candidate's chances for admission, nor do they 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.

No specific courses are required for admission, but 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 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 have had little or no work in mathematics.

Applicants who are unsure whether their calculus background is sufficient should 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 assistant dean for admissions and student affairs of the school).

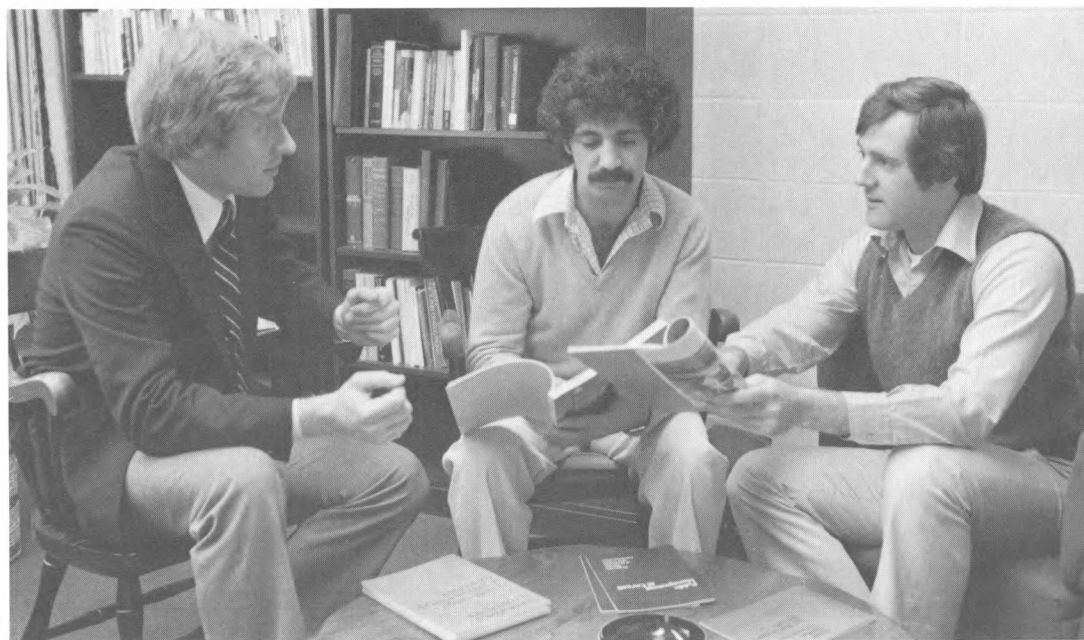
For those students who have not had previous work in calculus or who want a review, the school offers a one-week course in August. This course is designed to be an intensive review of algebra as well as an introduction to, or review of, basic calculus. An announcement will be made in the spring of 1982 about dates and tuition fees.

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 the fifty leading graduate management schools in the country. The council contracts with the Educational Testing Service to administer the Graduate Management Admission Test (GMAT), a three-and-a-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 Examinations (GRE) for applicants to the M.P.A. and M.P.S.(H.H.S.A.) degree programs. 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



James W. Schmotter (left), assistant dean for admissions and student affairs.

application and payment of the testing 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 should take the test during their senior year, even if they intend to defer application for admission. The test dates for 1981–82 are:

Regular Saturday Administration

October 24, 1981

January 23, 1982

March 20, 1982

Wednesday Administration

June 23, 1982

Monday Administration

October 26, 1981

January 25, 1982

March 22, 1982

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 has space for two previous GMAT scores. In general, if the test is taken more than once the Admissions Committee uses the higher 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 the scores are sent to the correct address. The Graduate School of Business and Public Administration (B&PA) and the University's 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 may not be complete for review by the Admissions Committee simply because the scores have not been received at B&PA.

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 Assistant Dean for 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, 1982. **Note:** Candidates who wish to be considered for financial assistance must file a separate application for financial aid with the Graduate and Professional Schools Financial Aid Service by January 15, so that the application reaches the school by February 15.
2. 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 the 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. **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 well for more than a year. The letters may be from either classroom instructors or supervisors at work, but a combination of these two types of evaluators is preferred.

The applicant is responsible for assembling all application materials and ensuring that they are received, in the prepared envelopes, by the assistant dean for admissions and student affairs before the February 15 deadline. When the completed application package is received, acknowledgment will be made by the Office of Admissions and Student Affairs.

Interviews

The school views interviews as an important part of the admission procedure, and the goal of the staff of the Office of Admissions and Student Affairs is to speak personally with as many applicants as possible. These conversations are helpful in



Thomas M. Calo, assistant dean for placement.

answering applicants' questions about B&PA and also in assisting the Admissions Committee in its decisions.

All applicants are welcome to visit the school and speak with an admissions officer. If time and distance do not permit such a visit, arrangements will be made for a meeting with one of the school's recent alumni or a telephone interview via the toll-free line with a member of the admissions staff. Requests for interviews can be made on the application form or by calling the Office of Admissions and Student Affairs (607/256-2327). On-campus interviews can be arranged at any time during the year, but alumni interviews are scheduled only after the application has been received. Telephone interviews are conducted between January 1 and May 1. After February 15, the availability of alumni interviewers in the applicant's geographic region will determine whether an alumni or a telephone interview is assigned.

Admission Timetable

The Office of Admissions and Student Affairs starts a file on each applicant as soon as the completed application form is received. 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 October. Those who are not able to take the required tests until January should make certain

that the completed application package arrives in the admissions office by the February 15 deadline. Such an application will then be considered complete. When the results of the required examinations arrive, later in February, the application will be referred 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 fall term transcript to the admissions office as soon as it is available.

The admission decision process for the fall semester begins during the preceding December and continues on a rolling basis throughout the rest of the year. The Office of Admissions and Student Affairs strives to respond to applicants as soon as possible after their applications are complete. During the height of the admission season, however, this response is somewhat delayed. Candidates completing their applications by February 15 will be notified of their status by the beginning of April. The school will consider applications that are completed after the February 15 deadline, but 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 permitted to enter the school only at the beginning of the fall semester. Because of the integrated and sequential order of the school's core program, midyear admission in January is not permitted.

Deferred Admission

B&PA will consider a deferral of admission for an accepted applicant who wants to pursue employment or other educational opportunities or who wants to delay enrollment because of medical or financial problems. This deferral is granted for up to two years. To apply for such a deferral, an accepted applicant should request an enrollment deferral form from the Office of Admissions and Student Affairs. This form should be completed and returned to the school as quickly as possible. If the Admissions Committee approves the deferral, a \$100 confirmation deposit is required to reserve a place in a future class.

B&PA also guarantees future admission to a number of applicants each year on the condition that they work for two years before enrolling. Applicants accepted under these conditions may confirm their acceptance of the school's offer at any time within six months of its receipt.

Procedure after Admission

Admission Deposit

Students accepted for admission are required to confirm their September enrollment by sending a deposit of \$100, payable to Cornell University, by May 1. Of this \$100, \$50 becomes the University registration fee, and the remaining \$50 is 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 a candidate decides 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 Health Center on forms supplied by the University. A University physician reviews 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 center 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 the initial immunization and all booster 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. There is no fee for submitting the preliminary application, but payment of 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 assistant dean for 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 completes and submits these forms, along with the other required supporting documents 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 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 taking the examinations in the fall is most convenient for the school and for the candidate. Applicants are responsible for arranging to have their test results sent directly to Assistant Dean for 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, 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.

Financial Aid

Applicants from foreign countries should 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 not able to offer any kind of financial aid to foreign students. Such students are therefore required to attest 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.

Estimated living costs for students attending Cornell are summarized on page 65.

American Institutions of Higher Learning Represented by B&PA Students in 1980-81

Adelphi University
Alabama, University of
Alfred University
American University
Amherst College
Baruch College
Bates College
Beloit College
Bethel College
Boston Architectural Center
Boston College
Boston University
Brandeis University
Brooklyn College
Brown University
Bucknell University
C. W. Post College
California, University of, at
 Berkeley
 Davis
 Irvine
 Los Angeles
 Santa Barbara
 Santa Cruz
Carnegie-Mellon University
Case Western Reserve University
Central Connecticut State College
Cincinnati, University of
Claremont Men's College
Clark University
Coe College
Colby College
Colgate University
Colorado, University of
Colorado State University
Columbia University
Connecticut, University of
Connecticut College
Cooper Union
Cornell University
Daemen College
Dartmouth College
Delaware, University of
Denver, University of
Dickinson College
Duke University
Emory University
Fordham University
Franklin & Marshall College
Fresno City College
General Motors Institute
Georgetown University
Georgia Institute of Technology
Gettysburg College
Grinnell College
Hartwick College
Harvard University

Hiram College
 Hobart College
 Holy Cross, College of the
 Illinois, University of
 Indiana University
 Ithaca College
 Johns Hopkins University
 Kenyon College
 Lafayette College
 La Salle College
 Lehigh University
 Le Moyne College
 Lewis & Clark College
 Mansfield State College
 Maryland, University of
 Massachusetts, University of, at Amherst
 Miami University
 Michigan, University of
 Michigan State University
 Middlebury College
 Minnesota, University of
 Morehouse College
 Mount Holyoke College
 National College of Education
 New College
 New Hampshire, University of
 New Haven, University of
 New York, State University of, at
 Albany
 Binghamton
 Buffalo
 Stony Brook
 New York College, State University of, at
 Cortland
 Geneseo
 Plattsburgh
 Potsdam
 New York University
 North Carolina, University of, at
 Chapel Hill

North Carolina State University at Raleigh
 Northwestern University
 Notre Dame, University of
 Oberlin College
 Oregon, University of
 Oregon State University
 Pace University
 Pennsylvania, University of
 Pennsylvania State University
 Pitzer College
 Princeton University
 Purdue University
 Quinnipiac College
 Rensselaer Polytechnic Institute
 Rhode Island, University of
 Ripon College
 Rochester, University of
 Rochester Institute of Technology
 Rocky Mountain College
 Rollins College
 Rutgers University
 Saint John's University
 Saint Lawrence University
 Saint Mary's College
 Siena College
 Simmons College
 Skidmore College
 South Carolina, University of
 Stanford University
 Swarthmore College
 Syracuse University
 Temple University
 Texas, University of
 Towson State University
 Trenton State College
 Trinity College
 Tufts University
 Tulane University of Louisiana
 Union College
 United States Coast Guard Academy

B&PA 1980 Entering Master's Degree Candidates

Mean age 24.5 years
 Mean GMAT score 610*
 Mean grade point average 3.3*
 Full-time work experience 70%
 Female 30%
 Minority 7%

Geographic Distribution

Northeast 55%
 Midwest 10%
 West 15%
 South 10%
 Foreign 10%

Undergraduate Majors

Humanities 9%
 Social sciences 16%
 Economics 20%
 Science and mathematics 18%
 Business administration 11%
 Engineering 13%
 Other 13%

*Excludes foreign students' scores.



The annual student-faculty hockey game gives both groups a chance to exhibit talents not found in the classroom.

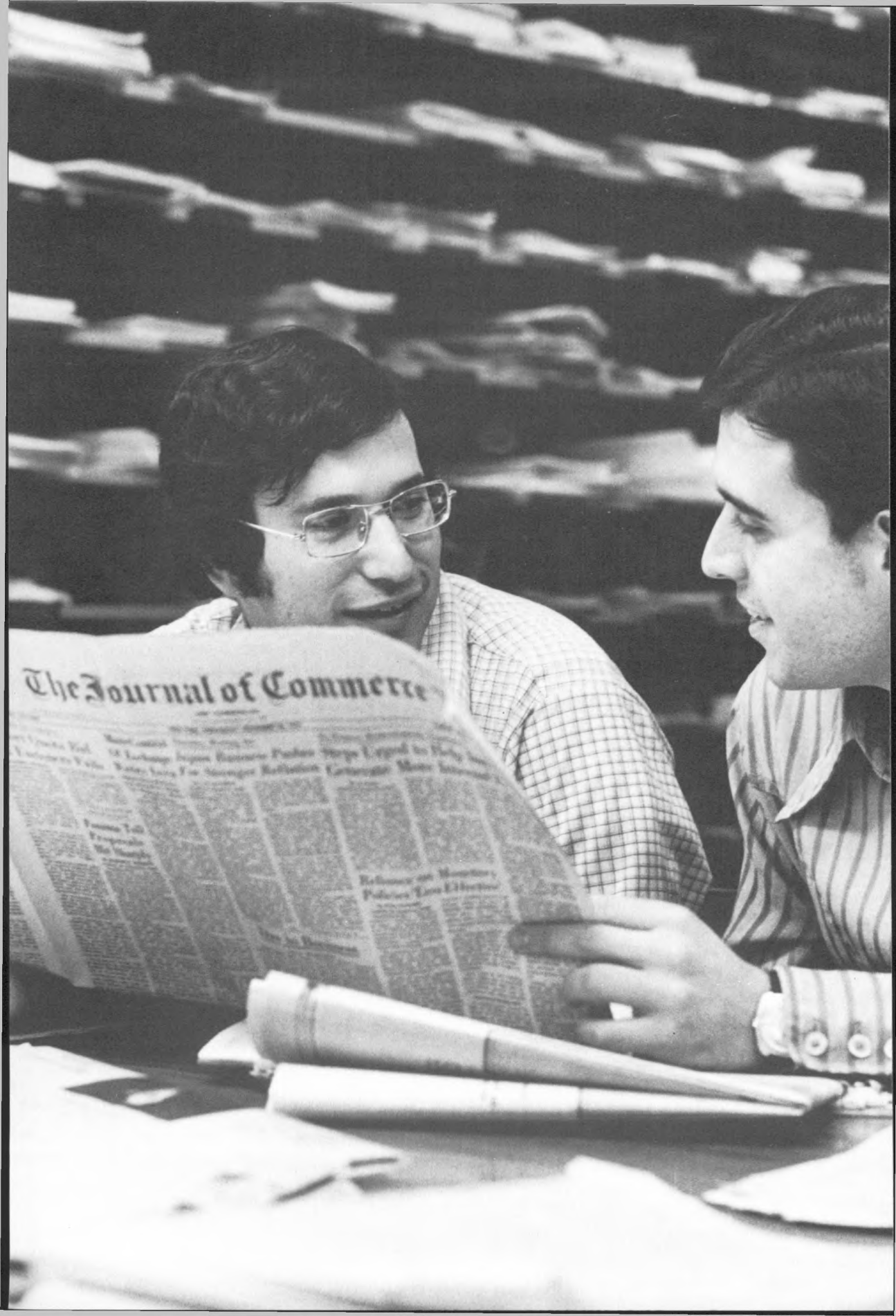
United States International University
 United States Military Academy
 United States Naval Academy
 Vanderbilt University
 Vassar College
 Vermont, University of
 Villanova University
 Virginia, University of
 Virginia Polytechnic Institute and State University
 Washington, University of
 Washington & Lee University

Wellesley College
 Wells College
 Whitmore College
 Wilkes College
 Williams College
 William Smith College
 Wisconsin, University of
 Wooster, College of
 Worcester Polytechnic Institute
 Yale University

Foreign Institutions of Higher Learning Represented by B&PA Students in 1980—81

Academy of Economic Studies, Bucharest
Andres Bello Catholic University
Bombay University
Buenos Aires, University of
Chulalongkorn University
Ecole Speciale des Travaux Publics et du Batiments
EWA Women's University
Fu-Jen Catholic University
Genoa, University of
Hitotsubashi University
Huddersfield Polytech
Indian Institute of Technology, Bombay
Institute of Chartered Accountants of India
Institute Tecnologico y de Estudios Superiores de Monterrey

Inter-American University
Kanazawa University
Katholieke Universiteit te Leuven
Keio University
Kobe University
Kyoto University
McGill University
National Cheng Chi University
Pontificia University, Rio de Janeiro
Seoul National University
Simon Bolivar College
Sophia University
Universitaire Faculteiten Sint-Ignatius te Antwerpen
Université catholique de Louvain
University of Antwerp
University of London
University of Singapore
University of Tokyo
University of Toronto
University of Western Ontario



The Journal of Commerce

MONDAY, SEPTEMBER 11, 1939

U.S. Looks for Stronger Relations
Refugees on Migrant Ship
Police Try to Find

Police Try to Find

Refugees on Migrant Ship

Police Try to Find

Financial Aid

Costs

Tuition and Fees

Tuition in the Graduate School of Business and Public Administration is currently \$3,600 a semester. For those students enrolling in the master's program in September 1981 and continuing their second year without interruption, the second-year tuition charge will not increase. However, beginning with those students matriculating in September 1982, this tuition policy will change. The second-year charge, no matter the circumstances, will reflect any increases deemed necessary by the administration.

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 publication *Introducing Cornell*.

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 \$2,800 for the nine-month academic year. The cost for students who choose to live and eat off campus will depend on circumstances and tastes. Experience indicates that a single student spends approximately \$450 for books and \$1,770 for clothing, insurance, medical expenses, and incidentals. Total costs, including tuition and fees but excluding transportation, generally come to about \$12,550 for the full academic year for the single student. For the married student without children, the cost ranges from \$2,500 to \$3,000 higher. The approximate living expense for each child is \$1,500 for the nine-month academic year.

Financial Awards

University General Funds

Scholarships are available for students enrolled in the school. Application for financial aid is made separately from application for admission, and awards of aid are made independent 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 in 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 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, as soon as possible 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 receive advantageous consideration 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 of the University for scholarships, the following special awards are available:

Allied Chemical Foundation Fellowships, awarded to students in the business program.

American Can Company Scholarship, awarded on the basis of academic merit to a second-year business student studying finance.

Neal Dow Becker Scholarship Fund Awards.

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

Carnation Scholarships, awarded to students in the business program.

Continental Bank Scholarship, awarded to a minority-group candidate for the M.B.A. degree.

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

Council for Opportunity in Graduate Management Education (COGME), funded by the Alfred P. Sloan Foundation, provides financial assistance to outstanding candidates of minority groups wanting 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 1981-82 academic year, the fellowships provide 80 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 environment, motivation, personal growth potential, and potential for contribution to a management role in business, government, or community organizations. Since most COGME award decisions are made during late March or early April, candidates should complete their applications for admission well before this time.

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.

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

Exxon Scholarship, awarded to an M.B.A. candidate.

FMC Prize, awarded on the basis of merit to a second-year business student.

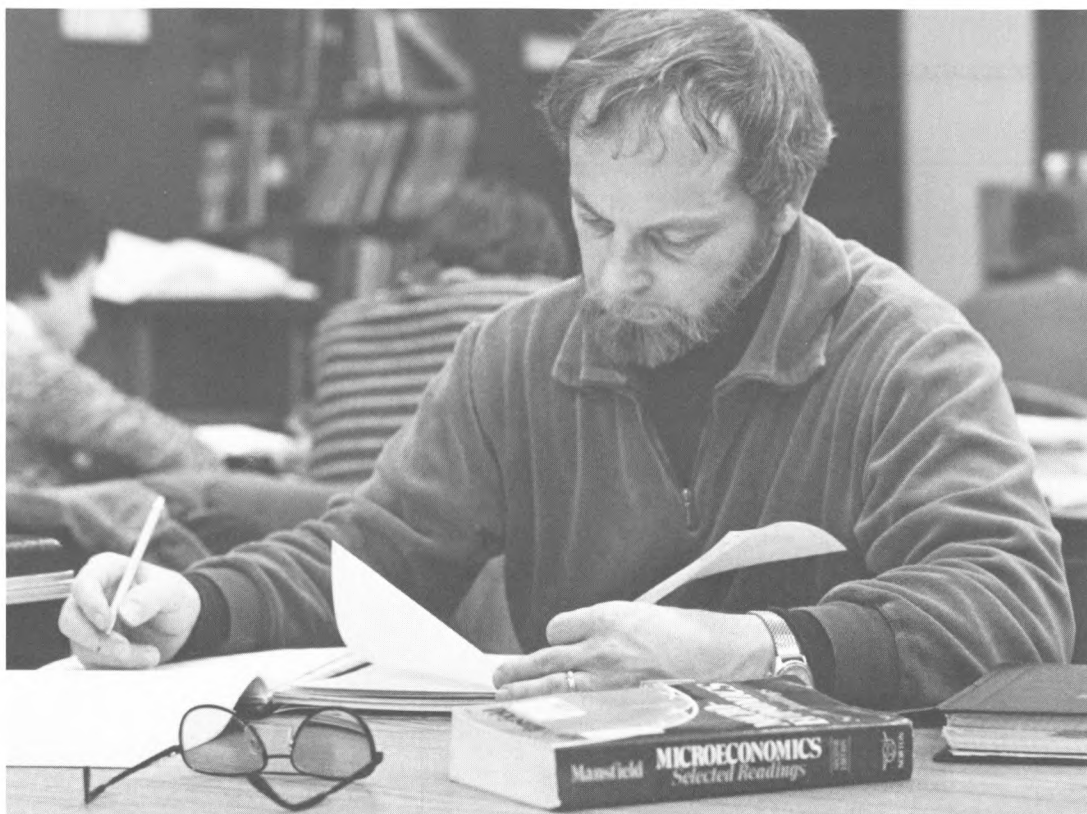
S. C. Johnson and Sons, Inc., Fellowship, awarded to a minority-group candidate for the M.B.A. degree.

Junior Achievement Scholarships, awarded to students who have participated in, or who have been counselors in, the Junior Achievement Program. Applicants interested in these awards should indicate their past association with Junior Achievement on the application for admission.

Chuji Kabayama Fellowship, awarded to a candidate from Japan.

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

Lester B. Knight Scholarships, ten \$4,000 scholarships for students in the joint M.B.A. and



Master of Engineering program, provided by a gift from Lester B. Knight (Cornell '29) to B&PA and the College of Engineering.

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.

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.

Monsanto Scholarship, awarded to students in the business program.

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

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

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

TRW Minority Scholarships, awarded to minority students in the business program.

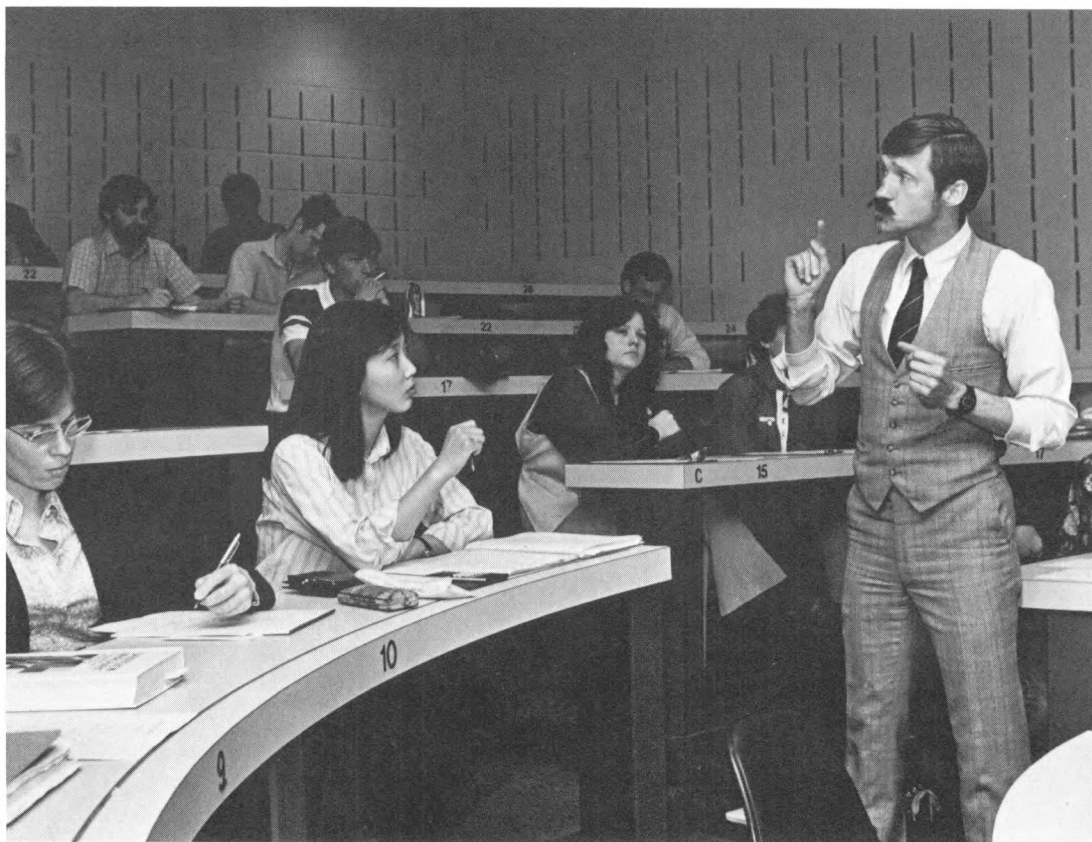
With the exception of the COGME and Junior Achievement awards, there are no special application procedures for the awards listed above.

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 GAPSAS 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 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

Guaranteed Student Loan (GSL) Program

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

The GSL 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 somewhat 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 \$25,000 (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 GSL program is prerequisite to being eligible to apply for loans administered by Cornell University or the school's loan programs mentioned below.



Edward T. Lewis, associate dean for external affairs, examines a painting recently exhibited in the Art Gallery of B&PA.

Loans Administered by Cornell University

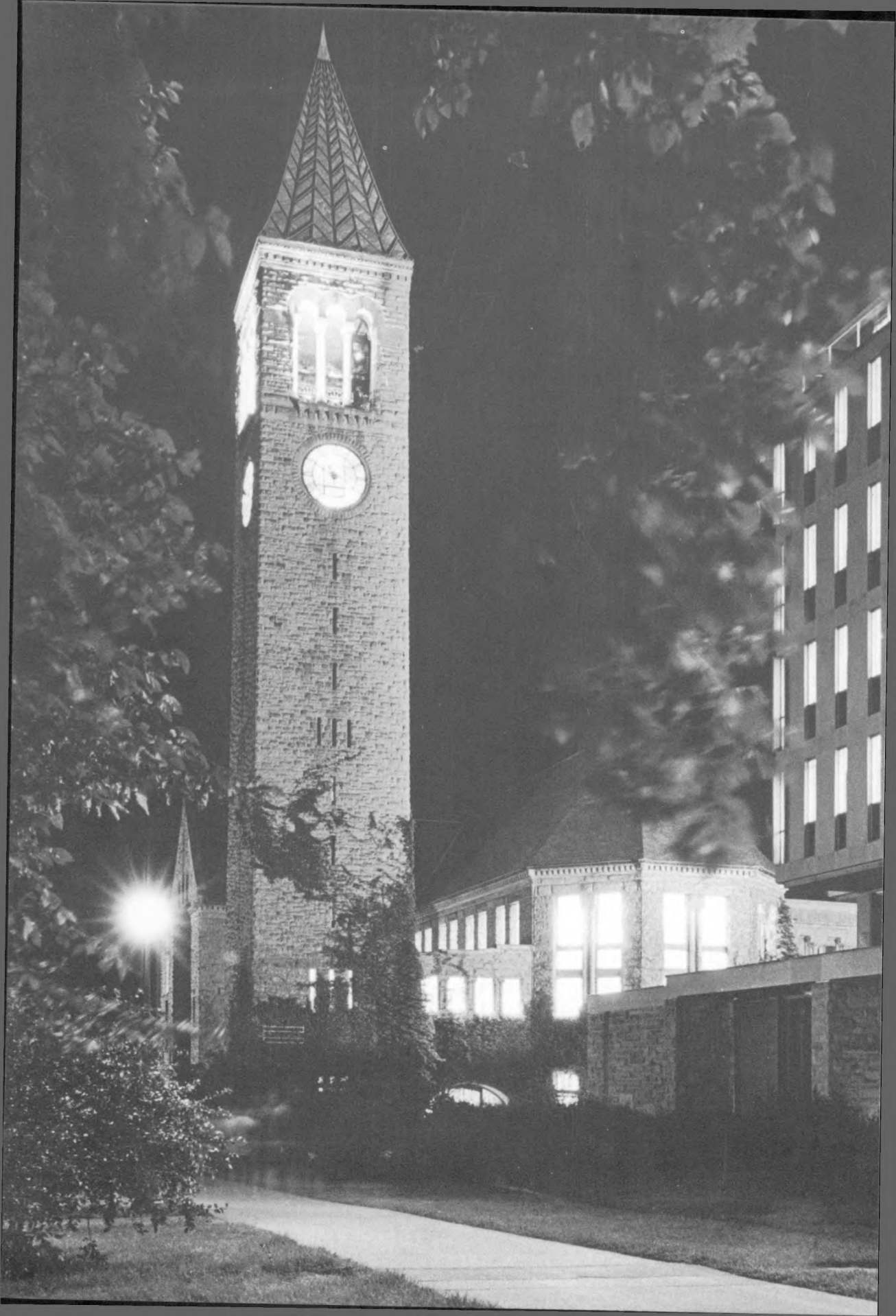
National Direct Student Loan (NDSL) Program

Cornell University is a lending agent for federal funds from the National Direct Student Loan (NDSL) program. The NDSL funds available to the University are used to lend students the difference between their GSL funds and their need for the academic year. Most of these funds are therefore reserved for those students who have already received a state GSL and who have additional need beyond the maximum \$5,000 available under this program. Special consideration is 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 GSL program except that the interest on NDSL funds is only 4 percent per year, beginning six months after the student graduates, and the federal estimate of need tends to be strict.

Kellogg Foundation Loan Fund for Students in the Sloan Program in Hospital and Health Services Administration

Several years ago the Kellogg Foundation endowed a loan fund for annual awards to students in the hospital and health services administration program of the school. The terms of these loans are the same as for GSL loans. The school authorizes loans from this fund; they are then processed through the University.



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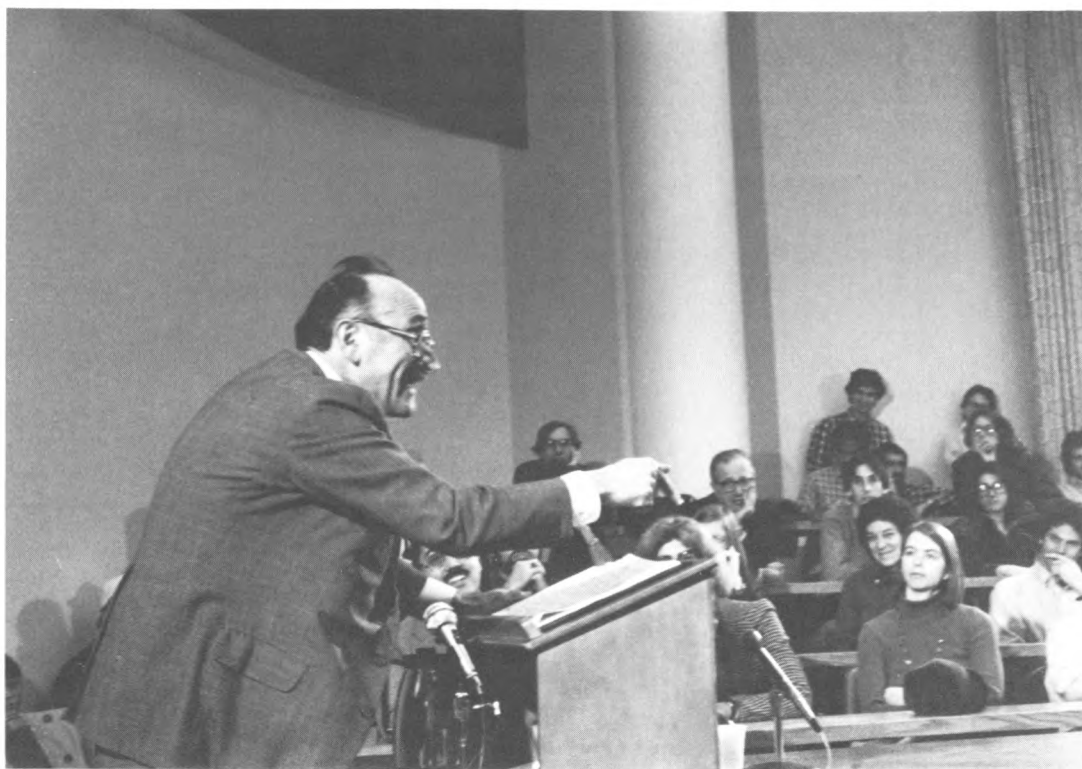
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Alfred E. Kahn, Cornell professor and former economic adviser to President Carter, regaled a capacity audience in Bache Amphitheatre with anecdotes of his work in Washington.

Cornell Academic Calendar

1981-82

Registration

Fall term instruction begins

Labor Day (University holiday)

Fall recess:

Instruction suspended, 1:10 p.m.

Instruction resumed

Thanksgiving recess:

Instruction suspended, 1:10 p.m.

Instruction resumed

Fall term instruction ends, 1:10 p.m.

Final examinations begin

Final examinations end

Registration

Spring term instruction begins

Spring recess:

Instruction suspended, 1:10 p.m.

Instruction resumed

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

Final examinations begin

Final examinations end

Commencement Day

The dates in this 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.

Monday and Tuesday, August 31 and September 1

Wednesday, September 2

Monday, September 7

Saturday, October 17

Wednesday, October 21

Wednesday, November 25

Monday, November 30

Saturday, December 12

Wednesday, December 16

Wednesday, December 23

Thursday and Friday,

January 21 and 22

Monday, January 25

Saturday, March 27

Monday, April 5

Saturday, May 8

Thursday, May 13

Saturday, May 22

Sunday, May 30

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