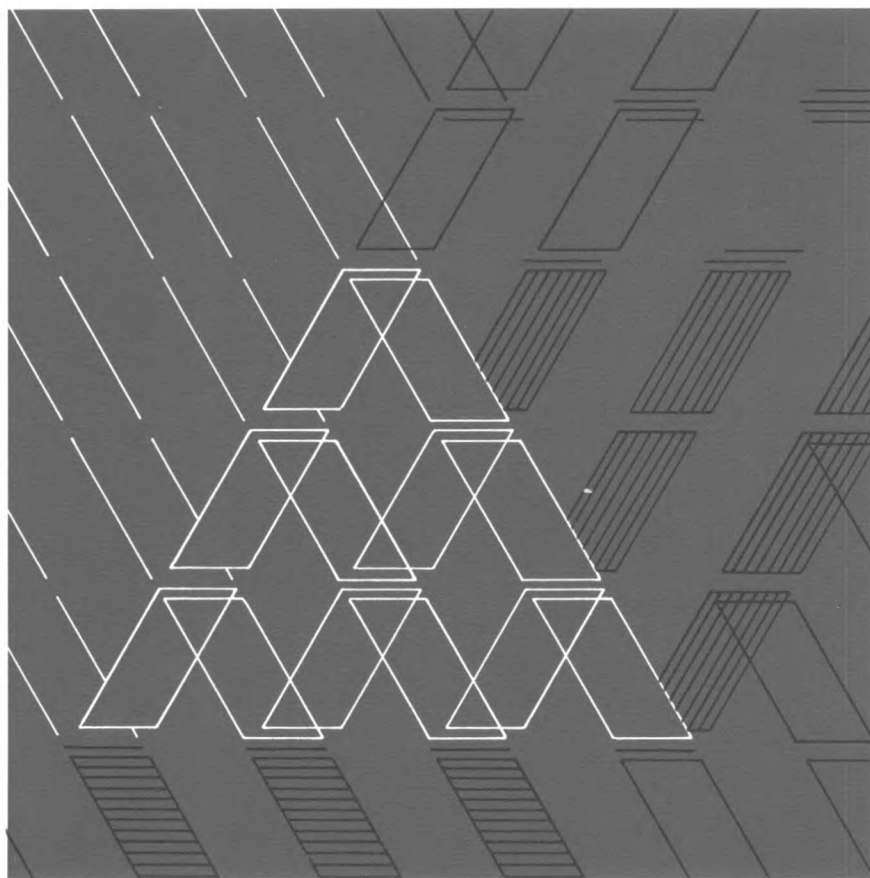


Cornell University Announcements

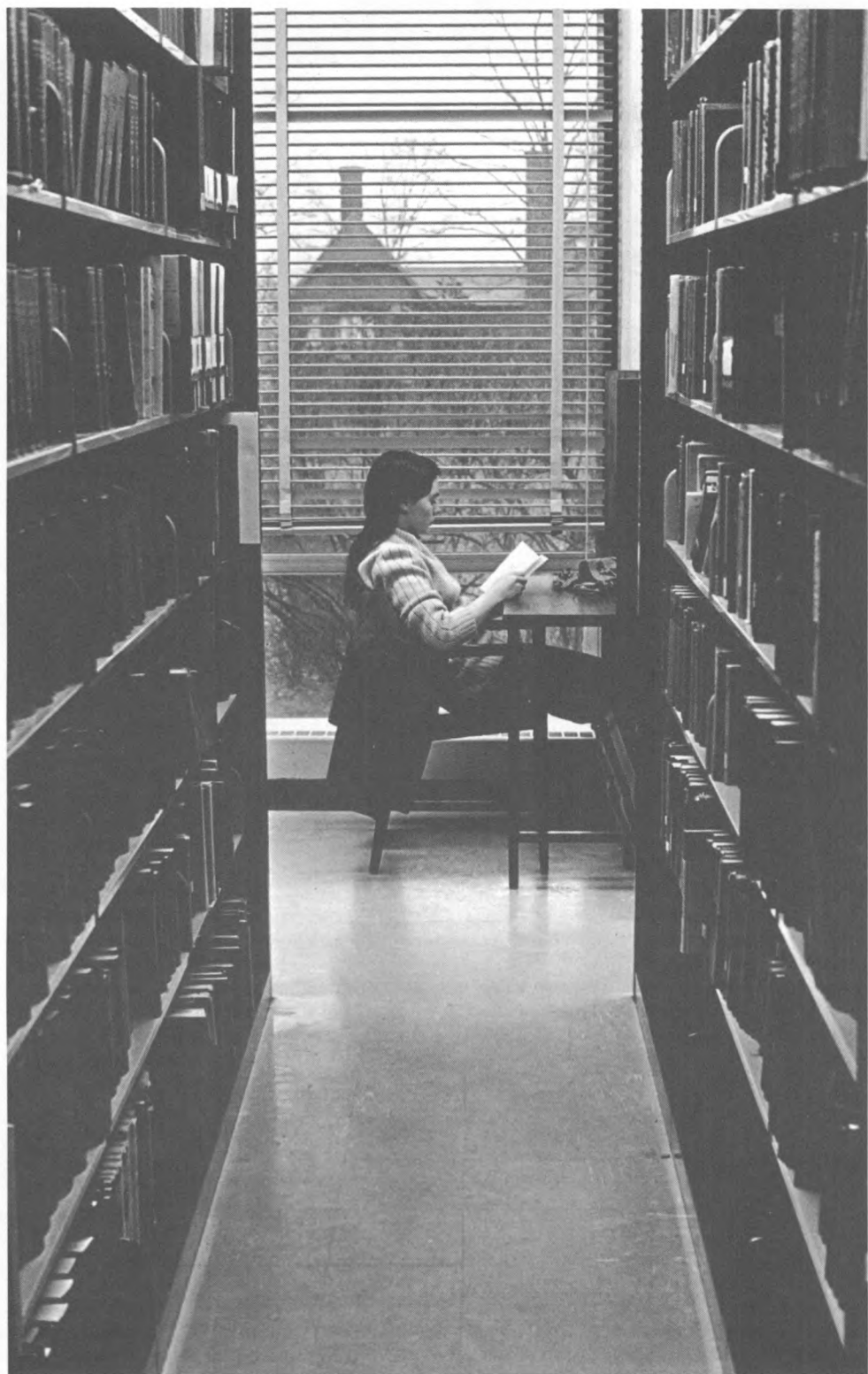
Graduate School of Business and Public Administration



Cornell University Announcements

Volume 67 of the Cornell University Announcements consists of twenty-two catalogs, of which this is number 6 dated March 24, 1975. Publication dates: twenty-two times a year (four times in August; three times in January and March; twice in June, July, September, and November; once in April, May, October, and December). Publisher: Cornell University, Sheldon Court, 420 College Avenue, Ithaca, New York 14853. Second-class postage paid at Ithaca, New York.

Cornell University
Graduate School of
Business and Public Administration
1975-76



I. Introduction

THE SCHOOL AND THE UNIVERSITY

THE SETTING

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

Ithaca has a population of approximately 44,000, about half of whom are students attending Cornell University and Ithaca College. Much Ithaca business revolves around providing service for the college students in restaurants, bars, and retail stores.

Although Ithaca provides many of the services of an urban community, the city is in a natural setting of hills and gorges at the southern end of Cayuga Lake, with little pollution and congestion.

The weather is fairly typical for those familiar with the northeastern United States. In the winter, the temperature drops to zero occasionally but generally hovers around the 30-degree mark. Autumn is marked by fall color, and spring by a profusion of wild flowers in the surrounding parks and woodlands.

The School is housed in Malott Hall, which was completed in 1964. The building was designed to meet the specialized requirements of graduate education in administration. It houses a center for student activities, faculty and administrative offices, lecture, seminar, and case-discussion rooms, and the Eastwick Library.

THE INSTITUTIONS AND THE STUDENT BODY

In its creation and development the School has drawn support from and in turn has reflected the century-long traditions of the University. From its very founding Cornell University broke from the then dominant emphasis on the classics and provided educational programs more closely related to the growth of American life and society. Similarly Cornell took the lead in welcoming students from overseas.

The pursuit of this broad purpose has made Cornell—a private institution but also the land-grant university of New York—a university of fourteen major schools and colleges, of which four are supported by New York State. Coeducational and nonsectarian, it has a student body of approxi-

Left: H.
Justin
Davidson,
dean.



Right:
David A.
Thomas,
associate
dean.



mately 17,000, a faculty of nearly 1,800, and a library of more than four million volumes. It is within this framework that the School has set its goals and developed its programs.

The School admitted its first students in 1946. It became an independent graduate school at Cornell in 1955, and started its doctoral program that year. The Sloan Institute of Hospital Administration was also established in 1955 as an integral part of the School.

Like the University of which it is a part, the School draws its student body from a wide variety of disciplines and cultural environments. The 450 master's degree candidates currently in residence come from 155 American and foreign colleges and universities. More than half of all the students have a background of undergraduate studies in arts and sciences, and approximately one-quarter in engineering. One-half began their graduate training immediately after receiving their bachelor's degrees and the remaining half following military or work experience. The undergraduate colleges and universities represented in the current student body are listed on pp. 20-21.

OBJECTIVES

Today's executives in business, government, or hospital and medical care administration must have competence in many disciplines in order to understand both the complexities of the external environment in which they operate and the internal workings of the organization of which they are a part. The continued development of science and technology, the rapid growth of our population, and the ever-changing nature of the international environment are among the factors that are significantly altering the scope and character of management decision making and imposing new responsibilities upon administrators at all levels. New developments in quantitative analysis have been accompanied by a revolution in information processing, made possible by computers. Rapid advances in the behavioral sciences are suggesting new approaches for management in organizing human effort and in arriving at policy decisions.

Although the constant challenge and stimulation of experience will help

to develop the knowledge and analytical ability that a successful executive must possess, education in administration can establish a sound basis for acquiring such knowledge and analytical ability and can accelerate one's understanding of the environment. Graduate education for management can also help crystallize career objectives and improve mobility and discretion in the choice of employment. The realization of these opportunities will be determined by students' own efforts to develop their abilities and potentialities.

The objectives of the School, as stated by Dean H. Justin Davidson are:

We aim to help each person acquire the knowledge, skill, habits of thought, and attitudes which will make him or her a successful manager—whether it is in the field of business, health care, or government. In terms of knowledge and skill, we emphasize skill in basic disciplines such as written and oral communication, organizational behavior, and quantitative methods. We stress understanding of the economic, political, and social environment in which management operates.

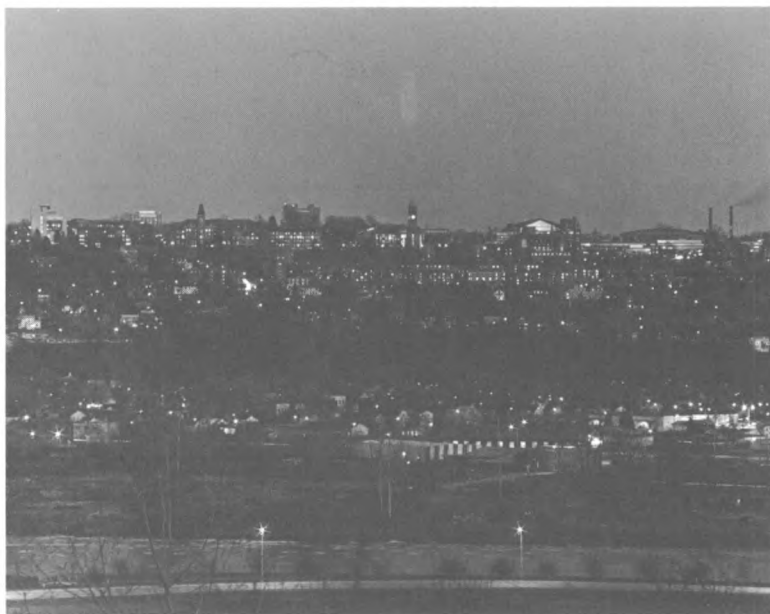
With regard to habits of thought, we hope to develop each person's ability to keep on learning after he leaves the School—to be receptive to new ideas in a world that's changing almost too fast. We also aim to develop his or her competence to identify and to solve problems. We want our graduates to be able to chop down trees but also to see the managerial forest.

Finally, what do we aim to do about attitudes? When a school professes to teach attitudes to its students, it is open to the charge of indoctrination. We don't try to tell any student what his personal values and attitudes should be. But we do insist that he understand his own values, the values of others, and the place of values in making decisions.

EDUCATIONAL DIRECTIONS

PROGRAMS

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



The Cornell skyline at dusk.

Because of the diverse backgrounds of the School's students and the need for a common understanding of the environment and functions of management, much of the first-year program for each of the School's professional degrees is predetermined. Once this foundation is acquired, the student, in consultation with an adviser, may choose from a wide range of courses to develop a purposeful program or "concentration" fitted to particular needs and aspirations. Second-year programs are more flexible and broader in scope and include not only the offerings of the School but also those of other units of the University.

The School also offers the degree of Doctor of Philosophy (Ph.D.), conducts several development programs for experienced executives, and sponsors a number of research activities. In addition, the School publishes the **Administrative Science Quarterly** and **The Executive**.

EDUCATIONAL APPROACH

Methods of Instruction. Teaching methods vary with the subject matter and with the preferences of the instructors. The case method, the lecture-discussion approach, and the seminar method are all used. Cases are introduced in an effort 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 to integrate reading assignments and class materials. Some of the advanced courses are offered as seminars in which individual study and research are required, and ideas can be exchanged in depth.

Flexibility. The master's degree programs of the School are very flexible in: (1) the possibility of exemption from core courses in areas in which the student has an adequate background, (2) the availability of a wide range of elective courses in the School's curriculum, and (3) the opportunity for the student enrolled in the School to take course work in other units of the University.

A student with a strong undergraduate background in one or more of the subjects included in the core curriculum may exempt a core course by

Computer facilities within the School include seven terminals exclusively for student use.



successfully passing an examination in the subject matter covered by the course. Exemption examinations for both the first and second semesters are administered immediately before the start of the school year. If students score at the "superior" level in such an examination, they may be granted credit toward the degree in the amount equal to the credit hours of the course exempted. Exempting core courses increases the number of elective courses that students may take and makes it possible for them to move more quickly into studies of special interest to them.

The student is asked to choose elective courses with the guidance of a faculty adviser and with some purposeful pattern. Although no "major" is formally required, there is a wide range of fields of concentration available.

In choosing electives the student is often encouraged to enroll in courses offered in other units of the University, particularly the graduate courses in the Departments of Economics and Government of the College of Arts and Sciences; the School of Industrial Engineering and Operations Research of the College of Engineering; the Departments of Urban Planning and Development and Policy Planning and Regional Analysis of the College of Architecture, Art, and Planning; the College of Agriculture and Life Sciences; and the School of Industrial and Labor Relations.

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

FACILITIES

Computer. The principal computing facility at Cornell is an IBM 370 Model 168 located at Langmuir Laboratory at Cornell's Research Park. The system is equipped for remote access of several kinds, so very few users find it necessary to visit Langmuir. For batch input, there are four locations on campus—in Upson, Clark, Warren, and Uris Halls—with self-service, high-speed card readers and line printers. The latter three installations are located less than a block from the School. In addition to batch access, users may access the 370 through either the TSO or APL time-sharing systems. Using the TSO system, it is possible to run jobs interactively or to schedule them for execution by the batch processor. There are currently about a dozen slow speed terminals located at Uris Hall for use by the general campus community and another seven terminals located in Malott Hall for the exclusive use of students of the School. The computer facilities in the School are used for assigned course work and special projects.

Library Resources. The Eastwick Library of the Graduate School of Business and Public Administration contains more than 114,000 volumes in various areas of business, public, and health administration. The library, located in Malott Hall, has open stacks and comfortable facilities for readers. A reference collection is maintained and professionally staffed to provide direct assistance to faculty and students in the solution of academic and research problems. There is an extensive collection of annual reports of American and foreign corporations both in hard copy and microform.

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



II. Admissions

ADMISSIONS POLICY

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

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

The Admissions Committee—consisting of faculty, administrators, and students—considers a series of important variables in the decision process on admissions, which measure the applicant's capacity and motivation for graduate work in the School and for his or her later



The Andrew D. White House is a fine example of late nineteenth-century architecture.

performance as a responsible and creative executive. The admissions decision model used by the School is a compensatory model, which attempts to achieve a balanced assessment of the applicant as a whole person. In this sense, there are no arbitrary cutoffs in terms of a student's former academic grade-point average or scores on the required admissions tests. Certainly, the Admissions Committee is careful not to accept applicants about whom there is serious doubt of satisfactory academic performance; however, impressive records of leadership in employment experience, military service, and extracurricular activities may compensate for what might otherwise be considered modest academic qualifications.

It is in the light of this compensatory admissions decision model that over half of the School's student body enters the School following significant work experience between graduation from undergraduate school and admission to the School. The Admissions Committee thus regards as particularly important the applicant's general aspirations and motivation for undertaking graduate study in the program for which application is being made, and the degree of focus in the applicant's career plans for the future.

ELIGIBILITY FOR ADMISSION

DEGREE REQUIREMENTS

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

UNDERGRADUATE PREPARATION

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

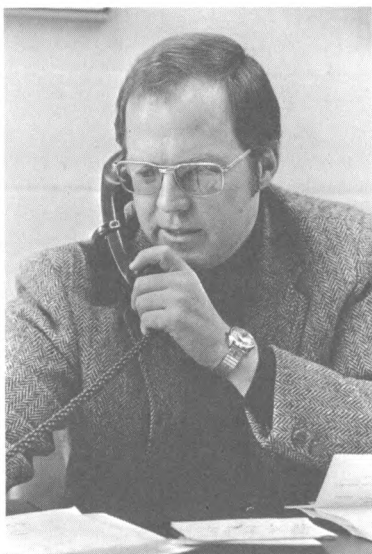
Although no specific undergraduate courses are required for admission, it is recommended that students planning to enter the School include in their undergraduate programs courses in economics, American government, the humanities, the behavioral and social sciences, and mathematics.

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

The necessary background can be obtained by:

1. Taking an introductory calculus course before coming to Cornell.
2. Engaging in self-study. Those who wish to study algebra and calculus

George A. Ridenour, director of admissions and student affairs.



on their own may obtain instructions on how to proceed and references to books, by writing to the School's director of admissions and student affairs.

For those students who have had previous work in advanced mathematics but feel the need for review, the School offers a two-week review course during August. A special announcement will be made in the spring of 1976 about the dates and tuition fees of the course to be offered starting in mid-August 1976. However, students with limited mathematics backgrounds should be cognizant of the fact that the two-week review course is designed as an intensive review of—not a substitute for—courses in algebra and basic calculus.

For applicants who may not be sure whether their calculus background is sufficient, a working knowledge of the following topics is assumed when the first semester begins (the algebra required is suggested by the calculus topics): (a) the concept of a 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.

ADMISSION TEST FOR GRADUATE STUDY IN BUSINESS

The Graduate School of Business and Public Administration at Cornell is a member of the Graduate Business Admissions Council, a group consisting of representatives of thirty-six graduate management schools, which contracts with the Educational Testing Service to administer the Admission Test for Graduate Study in Business (ATGSB). This is a three and one-half hour aptitude test designed to measure certain mental capabilities important in graduate study in management. The test is not a measure of achievement or 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.

All applicants for admission (native and foreign born) are required to take this test, though aptitude scores from the Graduate Record Ex-

amination (GRE) are acceptable for candidates for the M.P.A. and M.P.S. (H.H.S.A.) degree programs, but not for candidates for the M.B.A. program. Whenever possible, applicants for entrance in September should take the test, preferably the preceding November but not later than the preceding January.

Applications for the test and an explanatory pamphlet may be obtained by writing to the Admission Test for Graduate Study in Business, Educational Testing Service, Princeton, New Jersey 08540. A completed test application and the \$12 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 for other countries.

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

Students currently enrolled in college are urged to take the test during their senior year, even if they intend to defer application for admission. The test dates for 1975-76 are:

Regular Saturday Administrations

November 1, 1975
January 31, 1976
March 27, 1976
July 10, 1976

Monday Administrations*

November 3, 1975
February 2, 1976
March 29, 1976
July 12, 1976

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

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

The Admissions Committee prefers to receive the results of the ATGSB for all applicants, regardless of degree program within the School. Since the School is a graduate school of management, the ATGSB is a better measure of aptitude for the School's programs than the Graduate Record Examination (GRE). However, applicants for the M.P.A. or M.P.S. (H.H.S.A.) degree may substitute test scores on the aptitude portion of the GRE if taking the ATGSB will work a hardship. The GRE is not an acceptable substitute for the ATGSB for M.B.A. candidates, in any case.

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

TEST OF ENGLISH AS A FOREIGN LANGUAGE

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

PROCEDURE BEFORE ADMISSION

DOCUMENTS

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

1. The application itself, completed on forms obtained from the Director of Admissions and Student Affairs, Graduate School of Business and Public Administration, Cornell University, Malott Hall, Ithaca, New York 14853, and received by that office by February 15, 1976. Correct addressing of the application and transcripts is important since there are several admissions offices at Cornell University.

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

2. A nonrefundable application fee of \$25 payable to Cornell University. Applicants from foreign countries may send an international money order or international postal coupons.
3. A report of test results on the Admission Test for Graduate Study in Business (ATGSB), and the TOEFL results if required.
4. Transcripts of all previous college or university academic work beyond the secondary level. A transcript should be sent directly to the director of admissions and student affairs by the registrar of each institution attended by the candidate.

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

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

It is the applicant's responsibility to ensure that all required application materials are received by the director of admissions and student affairs before the February 15 deadline. The staff of this office does attempt to examine the application folders periodically for the purpose of informing applicants about which items are still needed to complete their application. However, at the peak of the admissions activity in January

and February, it is almost impossible to make a periodic examination of the files. As the February deadline approaches, applicants are urged to call or write the Office of Admissions and Student Affairs to find out whether their application folders are complete and, if not, what items are still missing.

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

ADMISSIONS TIMETABLE

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

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

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

Students discuss the avalanche of announcements that appear at the beginning of each semester.



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

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

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

PROCEDURE AFTER ADMISSION

ADMISSIONS DEPOSIT

Students accepted for admission are required to make an admissions deposit of \$100, payable to Cornell University, by May 1 of the year prior to enrollment in September. Of this amount, \$50 will become the University matriculation fee, and the remaining \$50 will be applied toward the student's tuition. The entire \$100 is thus applied against tuition and fees cost. The deposit is \$100 regardless of any prior connection with Cornell, the only exception being for those Cornell students admitted under combined programs with other departments and colleges of the University. If a candidate decides after May 1 not to enroll in

the School, the admissions deposit is not refundable. Students receiving any form of financial aid that will cover full or partial tuition are still expected to remit the full deposit. The deposit less the matriculation fee will be refunded during the first semester.

DEFERRAL OF ADMISSION

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

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

In view of the School's admissions policy, significant work experience following graduation from undergraduate college can compensate for modest academic qualifications.

HEALTH REQUIREMENTS

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

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

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

INFORMATION FOR STUDENTS FROM FOREIGN COUNTRIES

From its beginning, Cornell University has encouraged the attendance of students from countries outside the United States. The School welcomes applications from qualified persons from other countries, but

such applicants must have qualifications that compare favorably with those of applicants from the United States.

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

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

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

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

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

year before they are granted either a Student's Visa (F-1) or an Exchange Visa (J-1). Requirements for immigration visas are even more stringent.

PROGRAMS

LENGTH OF PROGRAMS AND RESIDENCE

The School does not offer part-time, summer, evening, or correspondence degree programs. All of the School's three professional master's degree programs are full-time programs comprising two academic years in residence and completion of sixty credit hours of course work taken while registered in the School. The only exceptions to this policy are under the specific provisions for advanced standing explained in the section that follows. Usually a maximum of sixteen credit hours can be earned in a semester toward the degree requirement, though, with the approval of the student's faculty adviser, a student may register for more than sixteen hours of course work. Credit towards graduation for up to four hours of course work taken in excess of sixteen hours per semester will be granted only when exceptional grades are made in all courses. All such work will be recorded and computed in the usual manner for determining grade averages and academic standing.

ADVANCED STANDING

In certain instances, it is possible for a student to receive advanced standing credit toward a degree in the School; however, except for provisions in the special combined degree programs and exchange program explained in subsections 3 and 4 below, no student will receive more than sixteen hours of advanced standing.

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

1. **For graduate work taken elsewhere.** In certain cases it is possible for a candidate accepted for admission to receive advanced standing for graduate work satisfactorily completed elsewhere before enrollment in the School. Work taken elsewhere for which advanced standing may be awarded must be at the graduate level, that is, taken after the baccalaureate degree (or its equivalent in foreign countries), and must be directly comparable to studies in the common or program core courses required by the School. Applicants for admission wishing to be considered for advanced standing should apply for such credit to the director of admissions and student affairs at the time they submit their applications for admission.
2. **For exemption examinations in core courses passed at a "superior" level.** All of the School's common and program core courses may be waived for students passing the exemption examinations for these courses as outlined in the section on Exemption of Core Courses. A student who passes such an exemption examination at a level determined to be "superior" may be granted credit toward the degree in the amount equal to the credit hours of the course exempted.
3. **For combined degree programs with other Cornell schools and departments.** Advanced standing will be granted at the time of admission for Cornell seniors who are admitted to the School as stipulated in the specific formalized combined degree programs with other schools and departments of the University.
4. **For the exchange program with Catholic University of Louvain, Belgium.** Advanced standing will be granted to those students admitted to the School from the Catholic University of Louvain in Belgium

who have been nominated and selected by that university as participants in the formal exchange program arranged with the School.

5. **For courses in the Graduate School of Business and Public Administration taken and passed before admission independently of registration in combined degree programs.** Advanced standing may be given for such courses to students who have taken courses in the School while on special nondegree status, or on extramural status, or to Cornell undergraduate or graduate students enrolled in degree programs in other branches of the University. However, a Cornell student enrolled in another unit of the University may not take more than one of the School's core courses unless a formal application for admission has been filed with the director of admissions and student affairs.

EXEMPTION OF 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 and orientation week at the beginning of the fall semester. This is the only method by which required core courses are waived, even for those candidates who receive advanced standing credit for graduate work elsewhere as explained in subsection 1 of the section on Advanced Standing above.

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

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



Fall colors surround Malott Hall while students chat on the front lawn.

NONDEGREE CANDIDATES

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

COMBINED DEGREE PROGRAMS

The long-standing tradition of cooperation among the various units of Cornell enables the School to join in offering combined degree programs with several of the other schools and colleges at the Ithaca campus. Formal combined degree programs have been established with the College of Agriculture and Life Sciences, the College of Engineering, the Department of Government, and the Law School. Combined degree programs can also be arranged for students enrolled in the College of Architecture, Art, and Planning, the School of Industrial and Labor Relations, the School of Hotel Administration, and the College of Human Ecology. Admission to these combined programs is limited to particularly promising candidates, and careful planning is required if a successful integration of the work for the two degrees is to be achieved. Accordingly, Cornell students who are interested in completing the first-year requirements for a master's degree in the School during their last year of undergraduate studies in the schools and colleges listed above are advised to meet with a staff member of the Office of Admissions and Student Affairs before the end of the first semester of the year preceding their last full undergraduate year.

FOREIGN INSTITUTIONS OF HIGHER LEARNING REPRESENTED IN THE 1974-75 STUDENT BODY

American University of Beirut
Bradford University
Bristol, University of
Ceylon, University of
Chulalongkorn University
Dublin University College
Dundee University
Ecole Supérieure de Commerce de Paris
Hitotsubashi University
Institute of Chartered Accountants
Keio University
Louvain, University of

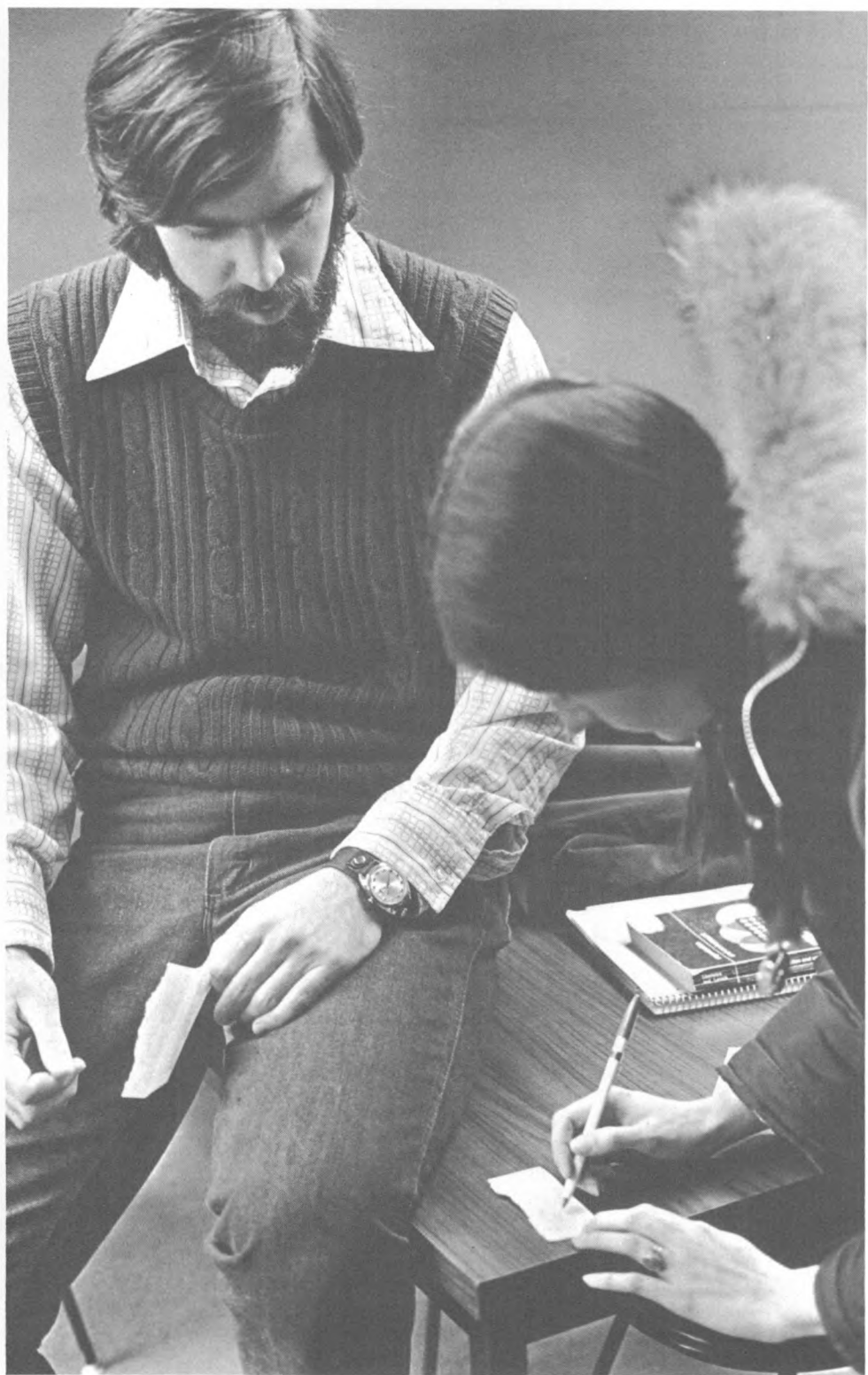
Malaya, University of
McGill University
Paris, University of
Singapore, University of
Sung Kyun Kwan University
Sydney, University of
Tohoku University
Tokyo, University of
Universidad Argentinade de la Empresa
Universidad Ibero Americana
Universidad Nacional de Ingenieria
Utrecht, State University at

AMERICAN INSTITUTIONS OF HIGHER LEARNING REPRESENTED IN THE 1974-75 STUDENT BODY

Ball State University
Bloomfield College
Bluffton College
Boston College
Boston University
Bowdoin College
Brigham Young University
Brooklyn College
Bucknell University
California, State University of
at Sacramento

at San Diego
at San Jose
California, University of
at Berkeley
at Los Angeles
Carleton College
Carnegie-Mellon University
Case Western Reserve
Centenary College
City College of New York
Clarkson University

Coe College	Ohio Wesleyan University
Colgate University	Pennsylvania, University of
Connecticut, University of	Pennsylvania State University
Cornell University	Pittsburgh, University of
Culver-Stockton College	Pitzer College
Dartmouth College	Pomona College
DePauw University	Princeton University
Davidson College	Puerto Rico, University of
Denison University	Purdue University
Denver, University of	Queens College
Duke University	Rensselaer Polytechnic Institute
Elmira College	Rhode Island, University of
Emory and Henry College	Rochester, University of
Fairleigh Dickinson University	Rosemont College
Fordham University	Rutgers University
Franklin and Marshall College	Saint Cloud College
Frostburg State College	Saint Joseph College
Georgetown	Saint Lawrence University
Georgia Institute of Technology	Saint Olaf College
Gettysburg College	San Diego, University of
Goucher College	Santa Clara, University of
Hampton Institute	Sarah Lawrence College
Hartwick College	Scranton, University of
Harvard University	Simmons College
Hawaii, University of	South Florida, University of
Hobart College	Southern Illinois University
Holy Cross, College of the	Southern Methodist University
Hood College	Springfield College
Howard University	Stanford University
Humboldt State College	State University of New York
Iowa State University	at Albany
Ithaca College	at Binghamton
Lafayette College	at Buffalo
Lehigh University	at Cortland
Loyola University	at Downstate Medical Center
Macalester College	at Stony Brook
Manhattan College	Syracuse University
Massachusetts, University of	Toledo, University of
Merrimack College	Trinity College
Miami, University of	Tufts University
Michigan State University	Union College
Middlebury College	United States Merchant Marine Academy
Montana College of Mineral Science and Technology	United States Military Academy
Morgan State College	United States Naval Academy
Muskingum College	Vermont, University of
Nebraska, University of	Villanova University
Nevada, University of	Virginia, University of
New Mexico Institute of Mining and Technology	Wake Forest University
New York University	Washington University
New Hampshire, University of	Washington, University of
Newark State College	Wayne State University
Nichols College	Wellesley College
Norfolk State College	Wells College
North Carolina, University of	Wesleyan University
Northeastern University	Widener College
Northwestern University	Wilkes College
Notre Dame, University of	Williams College
Occidental College	Wilmington College
Oakland University	Wisconsin, University of
Ohio State University	Yale University



III. Student Affairs

COSTS

TUITION AND FEES

The charge for tuition in the Graduate School of Business and Public Administration is currently set at \$2,050 per semester. The tuition for the first year continues at the same amount for the second year. Thus, once a student has enrolled and continues the two-year program without interruption, the rate of inflation will not cause the second-year tuition to increase. For students in certain special programs, and at the discretion of the dean, the above policy may be continued over a three-year period.

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

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

ESTIMATED LIVING COSTS

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

For a single student living in University dormitories and participating in the University's co-op dining plan (all one wishes to eat at each of three meals a day), a liberal estimate for room and board combined is \$2000 for the nine-month academic year. Students who choose to live and eat off campus will spend either more or less than this amount depending on circumstances and tastes. Experience indicates that a single student spends approximately \$250 for books and \$450 for clothing, insurance, medical expenses, and incidentals. Total costs, including tuition and fees but excluding transportation, generally come to about \$6800 for the full academic year for the single student. For the married student without children, the cost will range from \$1500 to \$2000 higher. The approximate expense for each child is \$650 for the nine-month academic year.

FINANCIAL AWARDS

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

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

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

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

SPECIAL AWARDS

In addition to the general funds of the School and the University (provided by **Goldman, Sachs and Company** and **Smith, Barney, and Company**) for scholarships, the following special awards are available:

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

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

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

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

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

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

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

Lunchtime
finds
students
outside
Bache
Auditorium
eating
sandwiches
from the
School
concession.



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

The Henry Morgenthau, Jr. Fellowships, awarded to students pursuing a career in public affairs.

The Neal Dow Becker Scholarship Fund Awards.

The Michael R. Riordan Memorial Scholarship, awarded to a candidate from the undergraduate divisions of Cornell.

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

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

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

Students wishing to pursue any of the School's master's degree programs are eligible to apply for these fellowships whether married or single. A two-year commitment of support is made to the recipient of a fellowship. For the 1974-75 academic year, the fellowships provide 70 percent of a student's total need in the first year. For the second year, 40 percent of total need is met through COGME support, with the rest made up from scholarships and loans from the School, and other outside support.

The amount of the award is based on need. Eligibility is based on personal factors as well as academic merit. Attention is paid to accomplishments in an applicant's own cultural environment, motivation,

personal growth potential, and potential for contribution to a management role in business, government, or community organizations.

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

NEW YORK TUITION ASSISTANCE PROGRAM

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

Further information and application forms may be obtained by writing to the Regents Examination and Scholarship Center, State Education Department, Albany, New York 12230.

G.I. BILL ASSISTANCE

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

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

Also include these items:

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

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

Continuing students at Cornell can apply in person toward the end of the school year or semester. They can also apply by mail by supplying the following information (if not already indicated) on form:

1. Address checks should be sent to
2. V.A. file number
3. The graduate program in which enrolled
4. Expected graduation date

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

LONG-TERM EDUCATIONAL LOANS

STATE-FEDERALLY INSURED STUDENT LOAN PROGRAMS

This program was initially established by the Higher Educational Act of 1965 to assist students in obtaining private loans to help finance educational programs. The program is somewhat complex since it in-

volves the federal government, state agencies, commercial banks, and individual students. The maximum loan per year is \$2,500 depending on the particular state and bank involved. The limit for graduate students is \$10,000 including undergraduate loans. The loans are interest free until nine months after graduation, providing the student qualifies for this interest subsidy. The interest rate is then 7 percent. Essentially, the program operates as follows:

1. The student applies for a loan (up to \$2,500 per year depending on the state and bank) from a lender, such as a bank, savings and loan association, or credit union.
2. The lender forwards the loan application to Room 204 in the Office of Scholarships and Financial Aid of Cornell University for this office to perform the needs analysis required by the federal guidelines for the program.
3. The lender makes the loan payable jointly in check form to the student and Cornell University.
4. A state agency or private, nonprofit agency (similar to United Student Aid Funds, Inc., described below) "guarantees" the loan.
5. The federal government pays the interest on behalf of the eligible student, providing the student's income or the student's parents' income does not exceed the standards for this subsidy.

This program is available in several states and many students in the School receive assistance through it. Application for loans through the state-federally insured student loan programs is also considered a prerequisite before a student in the School will be considered eligible to apply for loans from Cornell University administered loan programs or the School's loan programs which are mentioned below.

The School's limited grant and loan funds have obliged the administration to refer many new students to the state-federally insured student loan programs for assistance. Students interested in applying for such loan assistance should begin the process by contacting a loan officer at a local bank or lending institution.



Goldwin
Smith Hall
on the Arts
Quadrangle
receiving a
face-lift.

UNITED STUDENT AID FUNDS, INC.

United Student Aid Funds, Inc., is a private, nonprofit corporation which endorses low-cost educational loans made by participating home-town financial institutions. The procedures for processing a loan through United Student Aid Funds, Inc., are similar to those employed under the state-federally insured student loan programs. Full details of this program and necessary application forms are available from: USA Funds, Inc., 5259 North Tacoma Avenue, Indianapolis, Indiana 46220. It should be noted that this program is designed specifically for students who are from states that do not have a state-federally insured student loan program.

CORNELL UNIVERSITY ADMINISTERED LOANS

Cornell University is also a lender for long term educational loans under several different programs. In addition to some loan sources which are specific to Cornell, the University is also a lending agent for loans under the same federal authority as described above for the state programs. Thus, a student who is unable to obtain a loan from his or her bank under the state-federally insured student loan programs can then request loan assistance from Cornell University. In applying for Cornell administered loans, it is a prerequisite for the student to have attempted to borrow under one of the state programs and been rejected or to have not been loaned the full amount requested. In either case, a copy of a letter to the student from a lending officer representing the lending institution refusing the loan (or the full requested amount) should be sent to Cornell along with a request for application forms for a Cornell administered loan. This request should be sent directly to: Mrs. Muriel J. Merwin, Loan Officer, Office of Scholarships and Financial Aid, Cornell University, Room 204, Day Hall, Ithaca, New York 14853. Mrs. Merwin will then send the appropriate Cornell application forms for completion and return to her.



The Student Lounge is a great place for informal discussions and last-minute class preparation.

THE SCHOOL'S LOAN PROGRAM

The School operates its own loan program for those students who are not eligible for, or who do not have access to, the state-federally insured student loan programs, or for whom these sources of funds are not sufficient. In operating this program, the School is a contracted participant in the United Student Aid Fund Graduate and Professional School Program, a cooperative venture involving a number of leading professional schools, Student Life Funding, Inc., a wholly owned subsidiary of The Equitable Life Assurance Society of the United States, and United Student Aid Funds. Although the School approves the amount of the loan, certifies the student borrower, and arranges for execution of the loan note, all cash transactions are between the student borrower and Student Life Funding, Inc. Applicants considering this loan program are reminded that participation in the program differs from state-federally insured student loan programs in that annual interest payments are required while the student borrower is in school.

Students may participate to the limit of \$3,500 in any one school year, for a maximum of \$7,000 during a two-year master's degree program. (Special arrangements are available for applicants in the joint loan program.) The loans are negotiated as one-year, single-payment notes at 8 percent. Interest payments are due annually while the borrower is in school. The loans are renewed annually until the borrower leaves school, at which time all loans are consolidated for repayment. Repayment is made in monthly installments of not less than \$50, beginning the first day of the fifth month after the student borrower graduates. The repayment period cannot exceed ten years.

Students who have been accepted for admission and who have confirmed their enrollment may write to the director of admissions and student affairs for appropriate application forms and more detailed information about this program. Loans to students entering the School for the fall semester are processed during the first week of classes but should be arranged through the director of admissions and student affairs before fall registration.

EMPLOYMENT

EMPLOYMENT FOR STUDENTS AND SPOUSES

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

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

The key to finding employment in Ithaca is to apply in person during the summer. Since most students leave Ithaca at the beginning or end of the summer, the majority of job openings occur at these times. Applicants should register at the Office of Personnel Services, B-12 Ives Hall to be eligible for jobs offered by the University. The Professional Skills Roster, Sheldon Court, is a job directory supported by the

University that lists job openings throughout the county. The Office of Admissions and Student Affairs provides a list of local elementary and secondary school personnel offices. The director of admissions and student affairs and the placement staff will provide assistance whenever possible, and the B&PA Wives' Club is sometimes able to supply job leads.

STUDENT LIFE

ACTIVITIES

As a supplement to academic programs of the School, a range of activities is organized and administered by the student body. The objectives of these activities include the development of a professional attitude among students and the promotion of closer student-faculty relationships.

The activities also afford excellent opportunities for interested students to develop their organizational and administrative talents.

Student-Faculty Committee. The Student-Faculty Committee (SFC) is the representative government organization of the School, by which the student body as a whole exercises its right to express its views on matters affecting student-faculty administration relationships. The SFC is composed of thirteen student representatives elected at large from the student body, the director of admissions and student affairs, the director of placement, and four faculty representatives appointed by the dean of the School.

Student Association. The student activities program is carried on under general sponsorship of the Student Association, with the guidance of its Executive Council. The president, vice-president, secretary, and treasurer of the Association are elected each December for one year by members of the Association. Three representatives from the first-year class are elected in September to serve until December. The remaining members of the Council are the appointed chairpersons of various subsidiary committees and organizations. The Association's social, orientation, and athletic committees, and the Old Ezra Investment Club sponsor formal and informal gatherings during the year. A fee of \$15 covers membership in the Association for the two years of residence at the School. The office of the Association is adjacent to the student lounge.

Coalition of Black Administration Students. The Coalition of Black Administration Students is an organization of black and other ethnic American minority students in the School. The organization is involved in a variety of activities within the School. It generally promotes continuing communication between minority students and the rest of the student body and among the students, the faculty, and the administration of the School. The Coalition works in liaison with the Student Association in providing orientation activities during the first month of the fall semester, which are specifically designed for minority students. It also carries on social and professional extracurricular activities during the year.

Public Students Association. The Public Students Association has been organized to coordinate and give direction to the activities of M.P.A. students within the School. Members arrange the Inforum, which brings a variety of speakers from the public sector to the School, field trips to conventions, and events of importance to the students'

professional development. The Association serves as a vehicle for communication among students and faculty through such activities as the student-faculty recruitment committee, social events, and regular meetings on topics of mutual concern.

B&PA Women. The B&PA Women's Group sponsors professional and social activities for the women students at the School and for the entire B&PA community. The group locates qualified women for consideration as potential faculty members, brings women who are practicing managers to the campus for lectures and discussions, and cooperates with other women's organizations at Cornell in activities of mutual interest.

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

International Club. The International Club is open to students from foreign countries who are enrolled in the School. It is affiliated with the Student Association, and its activities are open to its members and to American students of the School, with the aim of promoting mutual understanding and cooperation between the two groups. It assists students from foreign countries in all aspects of orientation to the University and advises the faculty and administration of the School on academic and social problems. It also promotes and coordinates the activities of international alumni organizations of the School.

B&PA Wives' Club. More than 40 percent of the male students attending the School are married. Students' wives have formed the B&PA Wives' Club, which sponsors a program of activities throughout the year. It is affiliated with the Student Association and works closely with the Association's social committee in arranging activities.

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

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

Old Ezra Investment Club. The Old Ezra Investment Club is an affiliate of the Student Association. The membership is made up of students from the School and the Law School, who are interested in gaining experience in making investments. In addition to regular meetings, the Club organizes programs of events designed especially for small investors.

Management Forum. During the year a number of persons from the business community are invited to the School to speak informally to students, faculty, and guests. The forums deal with a range of business subjects as determined by students' interests and are intended to augment their career planning efforts. These sessions serve to help bring together the education process of the School and practicing business managers in an environment of dialogue and learning.

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

Lounge and Snack Area. The Student Lounge, located on the second floor of Malott Hall, is maintained by the School for students. The lounge contains a space for relaxing, reading, and informal discussions, and includes a snack-concession area.

SERVICES FOR STUDENTS AND ALUMNI

Housing. Although many students prefer to live in private dwellings or apartments, University housing is available for both single and married students.

The Sage Graduate Center, in the center of the Cornell campus, provides housing and dining facilities for single students who are candidates for advanced degrees in any field. The Center houses approximately 190 graduate students, about 40 percent of whom are men and 60 percent women. Cascadilla Hall, which houses about 160 graduate students, is also reserved for single graduate students. It is conveniently located near the southwest entrance to the campus.

For students interested in an internationally oriented community, the International Living Center provides housing for graduate and upper-class single students. Approximately half of the residents are from foreign countries.

Detailed information concerning these three residence halls is provided in a booklet, **Housing for Single Students**, which is available by writing to the Housing Assignment Office, Cornell University, 223 Day Hall, Ithaca, New York 14853. An application form should be requested when requesting the booklet. Those students who desire more detailed information about the programs and activities sponsored by the International Living Center may write to the Resident Director, International Living Center, North Campus, Cornell University, Ithaca, New York 14853.

For married students and their families, the University maintains three developments of unfurnished apartments: Cornell Quarters, Pleasant Grove Apartments, and Hasbrouck Apartments. Comfortable one- and two-bedroom units are provided for about 420 families. All units are moderately priced and near the campus. Local housing codes set a limit of two occupants in a one-bedroom apartment and four occupants in a

two-bedroom apartment. Detailed information about these University apartments is presented in a booklet, **Cornell University Family Housing**, which can be obtained by writing to the Family Housing Office, Building 40, Hasbrouck Apartments, Pleasant Grove Road, Ithaca, New York 14850.

Assignments in all University 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 plan to live in University-operated housing facilities are urged to submit the necessary application forms as soon as possible.

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

Rental prices of off-campus rooms range from \$60 to \$100 a month for single rooms and from \$40 to \$90 per person per month for double rooms. Off-campus apartments are available for single or married students, with rentals ranging from \$100 a month for small efficiency quarters to more than \$250 a month for larger apartments accommodating families or groups of students.

Requests for additional information or clarification should be addressed to the Department of Student Housing, Cornell University, 223 Day Hall, Ithaca, New York 14853.

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

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

Dining Arrangements. The University operates a wide range of dining facilities which are convenient both to housing accommodations and to Malott Hall. Meals are served regularly in Willard Straight Hall, the North Campus Union, Sage Graduate Center, the Agnes and Jansen Noyes Center, Hughes Hall, Noyes Lodge Pancake House, and Statler Hall.

Health Services. The University Health Services provide facilities for comprehensive medical care of students. All graduate students regularly registered in the University are eligible for the University health services. The cost is included in University charges.

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

1. Unlimited visits to the Gannett Medical Clinic
2. Up to fourteen days of hospitalization each semester in Sage Infirmary
3. Ordinary laboratory and x-ray examinations as ordered by Health Service physicians
4. Counseling services at the clinic and in the Mental Health Section
5. Initial consultation with a specialist when the patient is referred by a Health Service physician

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

1. Hospitalization expense except in Sage Infirmary
2. Visits to physicians or health care facilities other than the University Health Services without referral by the Health Service
3. Hospital charges and fees for surgical procedures
4. Prenatal or obstetrical care
5. Expenses of illness or injury occurring:
 - A) Outside of Ithaca while in transit to and from the University, on weekend trips and vacations
 - B) During the summer unless enrolled as a summer student

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

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

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

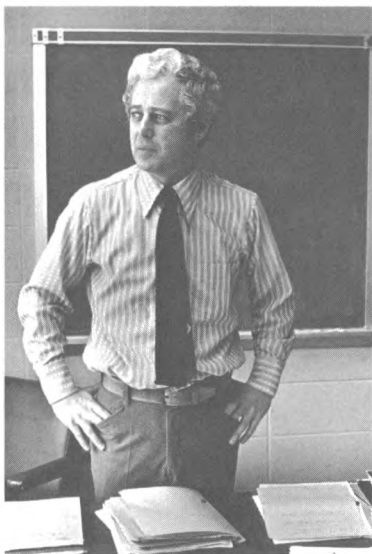
ALUMNI SERVICES

The Business and Public Administration Alumni Association maintains liaison between the School and its graduates associated with private and public organizations in this country and overseas. The alumni assist in various activities of the School, including serving as guest lecturers in advanced seminars, providing case materials, and interviewing for the School's admissions program. The placement program of the School is at the disposal of its alumni.

PLACEMENT SERVICES

The Placement Office of the School, which engages in both job place-

Edward T. Lewis, assistant dean for external affairs.



ment and career counseling, is available to students and alumni for help in career and job decisions. This office provides information about employment opportunities in the business, public, and health areas in organizations throughout the country.

Each year a large number of firms, as well as some public agencies and health organizations, send representatives to the campus to interview graduating students and first-year students seeking summer employment. Those organizations not sending representatives keep the Placement Office advised about their openings.

Through close contact with alumni, faculty, and the business, health, and government communities, and with its large reference facilities, the Placement Office tries to increase the number of employment opportunities and improve the quality of counseling available to the student and alumna or alumnus. With New York City, the eastern financial and industrial center, nearby, communication between the student and prospective employers throughout the country is greatly enhanced.

The Placement Office annually publishes for wide distribution, Resume Books, which contain summaries of the credentials and qualifications of the year's graduates prepared by participants. Student participation in this program is voluntary.

Counseling services provided by the Placement Office are generally career and/or job oriented. Work is also conducted in improving the abilities and overall effectiveness of the students in their interviews for employment.

FURTHER INFORMATION

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



IV. Programs for Master's Degrees

The School offers programs for the Master of Business Administration (M.B.A.), Master of Public Administration (M.P.A.), and Master of Professional Studies—Hospital and Health Services Administration [M.P.S. (H.H.S.A.)] degrees. These require two years of study and the completion of sixty credit hours of course work. Much of the first year is taken up with core courses, which introduce students to the broad range of disciplines relevant to administration and provide them with the necessary background for more specialized studies. By contrast, the second year is devoted almost entirely to elective courses chosen by the student, in consultation with an adviser, to meet particular career interests and objectives.

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



Reflections
accent the
foyer of
Malott Hall
on a snowy
winter day.

BUSINESS ADMINISTRATION

OBJECTIVES AND CORE COURSES

The School's program in business administration is designed to provide an educational foundation for responsible business or public leadership. Organizational behavior and administrative relationships are examined with the aid of perspectives from the behavioral sciences. The uses and limitations of quantitative approaches to managerial problems are explored. A foundation in economic analysis is presented to equip students with analytical tools of proven value in decision making and to provide them with a better understanding of the environment in which business operates. The functions of marketing, operations management, and finance are introduced, and an effort is made to give the student an appreciation of how these functions fit into the company-wide planning process. The political and economic foundations of the United States business community and the impact of important public policies are also explored. Courses required for the M.B.A. degree are as follows:

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

FIRST SEMESTER

NCE 540 Organization Theory and Behavior

or

NCE 541 Personnel Administration and Human Relations

NCC 500 Managerial Accounting

NCC 501 Quantitative Methods for Management

NCC 502 Microeconomics for Management

NCC 503 The Computer and Decision Making

SECOND SEMESTER

NBP 500 Marketing Management

NBP 501 Operations Management

NBP 502 Corporate Financial Management

NCE 520 Macroeconomics for Management

— — Elective

Either course, NCE 540 Organization Theory and Behavior or NCE 541 Personnel Administration and Human Relations, is required but not both. For those M.B.A. candidates who exempt courses at the beginning of the year, NBP 501 Operations Management and NBP 502 Corporate Financial Management are offered during the first semester. M.B.A. candidates who do not exempt a course will have one elective during the first year. Course NBP 503 Business Policy is required in the second year.

FIELDS OF CONCENTRATION

For the most part, the candidate's second-year program may be made up of courses selected according to a particular career focus and needs. To assist the student in developing a purposeful pattern of courses for work beyond the core program, the following fields of concentration have been defined:

Industrial Accounting. Designed to lead to careers in business or governmental accounting and in financial or general management. Its requirements are flexible and depend on the student's preparation before entering the School and on vocational objectives. A typical program in this field includes second-year courses in finance, managerial

economics, and computer applications, as well as in intermediate, advanced, cost, and tax accounting.

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

- (1) Finance requirement: complete nine semester hours of finance at undergraduate or graduate level, including NBP 502 Corporate Financial Management.
- (2) Economics requirement: complete nine semester hours of economics principles and analysis at undergraduate or graduate level, including NCC 502 Microeconomics for Management and NCE 520 Macroeconomics for Management.
- (3) Complete the following specific courses (or have taken approved substitutes):

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



The computer facility becomes a conference center as students share their programming problems.

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

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

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

Managerial Economics. Designed for students seeking careers either in general management or as professional economists in industry or in government. The rapidly expanding application of economic analysis in decision making is creating wider opportunities for individuals trained in its use both in line management posts and in staff positions in large industrial corporations, banks, insurance companies, investment firms, merchandising operations, and many departments of the federal and state governments. The student electing this concentration should have had some previous training in economic studies, especially economic theory, and some background in mathematics. A student's program may emphasize either a qualitative or a rigorously quantitative approach, but a basic understanding of both is needed and must be demonstrated. Thus, the student is expected to develop a firm grasp of the economic and institutional framework of business behavior and of government policies that affect business performance, and competence in the use of basic mathematical and statistical tools. The student may focus in depth on the analysis of problems associated with the functions of finance, marketing, or business management, or concentrate on the more general issues of government operations and public policy. In either case, the student may complement and supplement courses in the School with those in other units of the University.

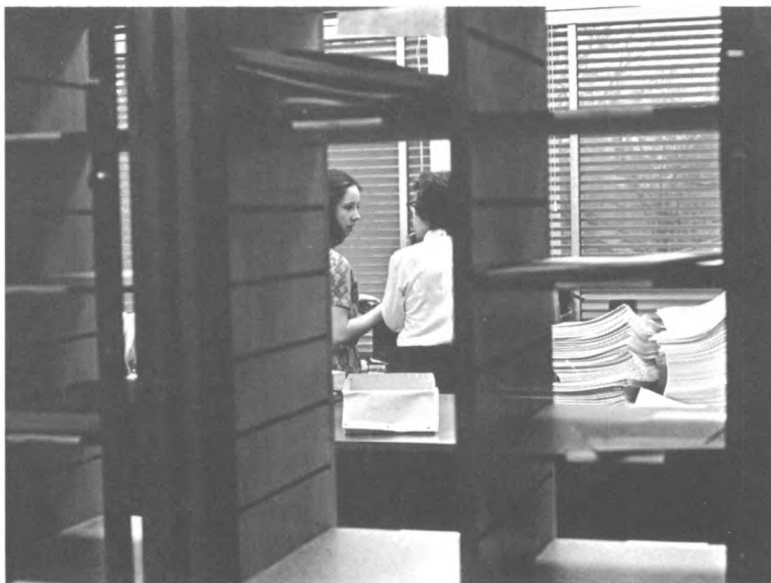
Marketing. Designed for students seeking careers in a variety of marketing areas including product management, marketing research, sales management, advertising, marketing planning, and retailing. Courses are designed to provide students with a firm grounding in theoretical and analytical areas balanced with a strong emphasis on decision making and solution of marketing problems. The analytical tools of the behavioral sciences, economics, statistics, and operations

research are applied throughout the marketing concentration. Elective courses provide the student with an understanding of all aspects of the decision-making process in a marketing environment.

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

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

Production and Operations Management. Designed to provide a thorough comprehension of the major economic problems of production and operations management, together with the analytical techniques most effective in their solution. Courses deal with such topics as process and equipment selection, product planning, aggregate production and work-force scheduling, production and inventory control, distribution systems, project control, job-shop scheduling, and quality control.



Faculty mailboxes frame two administrative staff members in the School mailroom.

Students develop an understanding of the effectiveness and the limitations of analytical techniques such as linear programming, classical methods of optimization, dynamic programming, computer simulation, critical-path methods, heuristic programming, and statistical analysis. Students interested in this field are encouraged also to take course work in the closely related areas of managerial economics and quantitative analysis.

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

Quantitative Analysis for Managerial Decision Making. Designed to develop skill in the use of mathematics and statistics for solving managerial problems. Work in this field is offered by the School in cooperation with the School of Industrial Engineering and Operations Research, and several courses are given jointly. Students electing this concentration may develop programs, with the assistance of their advisers, which include courses drawn from the School's offerings in operations research, computer applications to business, and managerial economics. They may also elect courses in other units of the University, including the Departments of Mathematics and Economics in the College of Arts and Sciences. The facilities of the Computing Center are available for the use of students both in course work and in approved research projects.

Special Programs. In addition to the fields of concentration already noted, special concentrations may be developed to meet a student's needs in other aspects of business administration, such as **Agricultural Management and Organizational Theory and Behavior.**

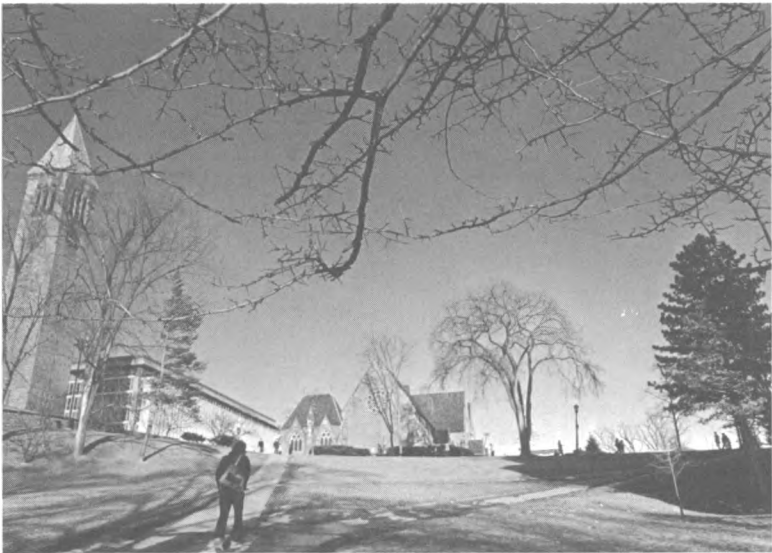
PUBLIC ADMINISTRATION

OBJECTIVES

Cornell's Public Administration Program, one of the first in the country to be founded in combination with a business program, is designed to prepare men and women for responsible leadership in managerial, analytic, and policy positions in public affairs. In the twenty-seven years of the School's existence, public sector involvement in major social problems has increased manyfold, and along with it, the need for people with advanced graduate training: people who are committed to public service, who are capable of dealing analytically with complex issues, and who can manage effectively in a political environment. Such students come to Cornell from diverse backgrounds in liberal arts, social science, and engineering, and leave to enter careers at federal, state, and local levels as planners, executives, legislative aides, city managers, program evaluators, and financial officers, among others. Recent graduates are located in a variety of agencies, including the Office of Management and Budget, the Environmental Protection Agency, the Energy Policy Project, and the Port of New York Authority, to name only a few.

In fully exploiting the disciplines and skills represented in the Program, the School, and the University, the Public Administration Program provides two major alternatives as preparation for public service careers: a public policy option, leading to the M.P.A. degree, and a managerial-analytical option, leading either to the M.P.A. or M.B.A. degree. Although they are related, these options lead to somewhat different individual career paths. The former is mainly intended for students

McGraw Tower, Olin Library, and Sage Chapel top the Library Slope.



with liberal arts or social science backgrounds and has fewer core requirements, which enables the student to design an integrated program of study focused on one or more specific policy problems or subject areas. The latter is intended for the more quantitatively oriented student who is interested in learning and applying the tools of modern quantitative and economic analysis to public sector problems. Core requirements for these options are shown in the following table.

CORE REQUIREMENTS IN PUBLIC ADMINISTRATION

	<i>Managerial- Analytical Option</i>		<i>Public Policy Option</i>
	M.B.A.	M.P.A.	M.P.A.
Organizational Theory	X	X	X
Managerial Accounting	X	X	X
Quantitative Methods	X	X	X
Microeconomics	X	X	X
Conduct of Public Affairs I and II	X	X	X
Institutions and Values in Contemporary Society	X	X	X
Macroeconomics	X	X	X
The Computer and Decision Making	X	X	X
Marketing	X	X	—
Operations Management	X	X	—
Corporate Finance	X	—	—
Business Policy	X	—	—

PUBLIC POLICY OPTION

This alternative responds to the interests of students who want to deal with important public policy problems, such as health, environmental, urban, welfare, energy, and public education. It builds on the core subject matter by providing study opportunities in a variety of program and discipline areas. In collaboration with his or her adviser, the individual student designs a coherent and integrated study program

Graduate students enjoy a laugh in their carrels.



focusing on one or more specific policy programs or areas. Concentrations can be designed in such policy areas as resource development and overseas operations, mass transportation, and public sector collective bargaining. Coursework and independent study focus on developing understanding of the technical, political, and administrative characteristics of particular issues, gaining a knowledge of an involved institution and individuals, appreciating the interdependence of related programs, and becoming familiar with the relevant literature and research. It also acquaints students with the significance of supporting activity such as budgeting, planning, and evaluation and it provides an opportunity for understanding the applicability of analytical techniques to particular policies.

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

MANAGERIAL-ANALYTICAL OPTION

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

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

basic management techniques will be presented within the required curriculum to students choosing this option.

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

SUMMER INTERNSHIPS

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

CAREER OPPORTUNITIES

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

HOSPITAL AND HEALTH SERVICES ADMINISTRATION

OBJECTIVES AND CORE COURSES

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

The Sloan Program of Hospital and Health Services Administration, established with the aid of a substantial grant from the Alfred P. Sloan Foundation, offers a two-year master's degree program for students

interested in careers in administration and planning in the health field. A choice of one of three degrees is available. Students entering this program usually elect to take the Master of Professional Studies-Hospital and Health Services Administration degree. The M.B.A. and M.P.A. degrees are also open to Sloan students. It is necessary to complete the particular requirements for the degree chosen, as well as the requirements for the degree in hospital and health services administration. Courses required for the M.P.S. (H.H.S.A.) degree are as follows:

Courses for First-Year Degree Candidates

FIRST SEMESTER

- NCE 540 Organization Theory and Behavior
- NCC 500 Managerial Accounting
- NCC 501 Quantitative Methods for Management
- NCC 502 Microeconomics for Management
- NHP 500 Introduction to Hospital and Medical Care Organization

SECOND SEMESTER

- NCC 503 The Computer and Decision Making
- NCE 547 Institutions and Values in Contemporary Society
- NHP 501 Introduction to Clinical Medicine: The Physician, the Hospital, and the Medical Care Delivery System

Sloan/M.P.A. degree candidates must take an additional three courses (NPP 500 The Conduct of Public Affairs I, NPP 501 The Conduct of Public Affairs II, and NCE 520 Macroeconomics for Management).

Sloan/M.B.A. degree candidates are required to take an additional five courses (NBP 500 Marketing Management, NBP 501 Operations Management, NBP 502 Corporate Financial Management, NCE 520 Macroeconomics for Management, and NBP 503 Business Policy), but are exempted from NCE 547 Institutions and Values in Contemporary Society and permitted to substitute NHA 510 Quantitative Models in the Health Field in place of NBP 501 Operations Management.



Students enjoy a conversation in the Mary Rockwell Azalea Garden adjacent to the School.

In addition to the requirements accompanying the choice of degree, all Sloan students must satisfy the following conditions: 1) complete a minimum of four 3-credit hour health electives approved by their adviser; 2) complete a twelve-week summer program of practical experience; and 3) maintain as their adviser a member of the Sloan faculty.

FIELDS OF CONCENTRATION

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

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

In the summer months between the first and second academic years, Sloan students work as administrative residents in selected health care organizations. Experienced preceptors orient residents and assign them work-study projects and a variety of administrative duties. This part of the curriculum is designed to promote an improved understanding of the complex problems associated with financing, planning, organizing, and delivering health services. The total length of the residency is twelve weeks. The planning of the residency is a faculty responsibility. As a part of the residency and with the cooperation of the New York Hospital—Cornell Medical Center, Sloan students are given the opportunity to attend a week-long Institute on Urban Affairs held in New York City. Representatives of major health care institutions and agencies meet with the students to discuss health service needs and issues in the urban environment.

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

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

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

JOINT LAW PROGRAM

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

Usually, the first year's work is taken entirely within the Graduate School of Business and Public Administration and the second entirely within the Law School. In the third year the work is divided between the two schools, and in the fourth year it is taken entirely within the Law School. The student completes the requirements for the master's degree at the end of the third year and the requirements for the law degree at the end of the fourth.

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

JOINT INDUSTRIAL ENGINEERING AND OPERATIONS RESEARCH PROGRAM

The School offers a combined program with Cornell's School of Industrial Engineering and Operations Research in which the undergraduate student in that school can arrange a program to obtain the Master of Engineering (Industrial) degree at the end of five years and the Master of Business Administration degree at the end of six years.

To be admitted to the full combined program, a student must meet the admissions requirements of both schools. Application for admission should be made to both schools and acceptance must be granted by their respective admissions committees before entrance into the program.

V. Curriculum

This section lists and describes the courses offered by the School. Only those courses offered by the Graduate School of Business and Public Administration and those courses offered jointly by the School with another school or college on the campus are described here. 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 Industrial Engineering and Operations Research in the College of Engineering, and the Department of Agricultural Economics in the College of Agriculture and Life Sciences—which may be of interest. For information on the content of these courses, the student should consult the **Announcements** of these other schools and colleges.

In some instances the professor listed as teaching a course, or helping with a course, may not be listed under the faculty of the School in the last section of this catalog. In these cases, the course is one of those offered jointly by the School and another school or college on campus and the professor is on the faculty of another unit of the University but is not a member of the faculty of the School. Also, in some instances no professor's name is shown for a course. The reason for this is that this catalog goes to the printer early in the year, and the professors for such courses have not been selected at the time the catalog is submitted.

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

COMMON CORE COURSES

NCC 500

Managerial Accounting. First semester. Credit three hours. R. E. Dukes and D. A. Thomas.

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

NCC 501

Quantitative Methods for Management. First semester. Credit three hours. T. R. Dyckman and L. J. Thomas.

This course deals with basic elements of decision making under conditions of uncertainty. Topics discussed include set theory, 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 courses NCE 560 and NCE 561 in place of course NCC 501.

Note: For those students who have had little or no mathematics, the Graduate School of Business and Public Administration conducts an intensive two-week preparatory course in algebra and calculus in late August and early September each year. For additional information on this program and on other means of meeting the calculus requirement, please refer to p. 11 of this catalog.

NCC 502

Microeconomics for Management. First semester. Credit three hours. D. Barton and R. Smiley.

This course covers the basis of production and consumption behavior and the role and structure of markets and the pricing system in resource allocation. Market failures such as externalities (e.g. pollution and research and development) and public goods are analyzed. Alternative public policies towards these problems as well as those of distribution of income are considered.

NCC 503

The Computer and Decision Making. First and second semesters. Credit three hours. N. R. Lyons.

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

PROGRAM CORE COURSES

M.B.A. CANDIDATES

NBP 500

Marketing Management. Second semester. Credit three hours. C. S. Craig, J. M. McCann, and V. R. Rao.

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

NBP 501

Operations Management. First and second semesters. Credit three hours. L. J. Thomas and J. O. McClain.

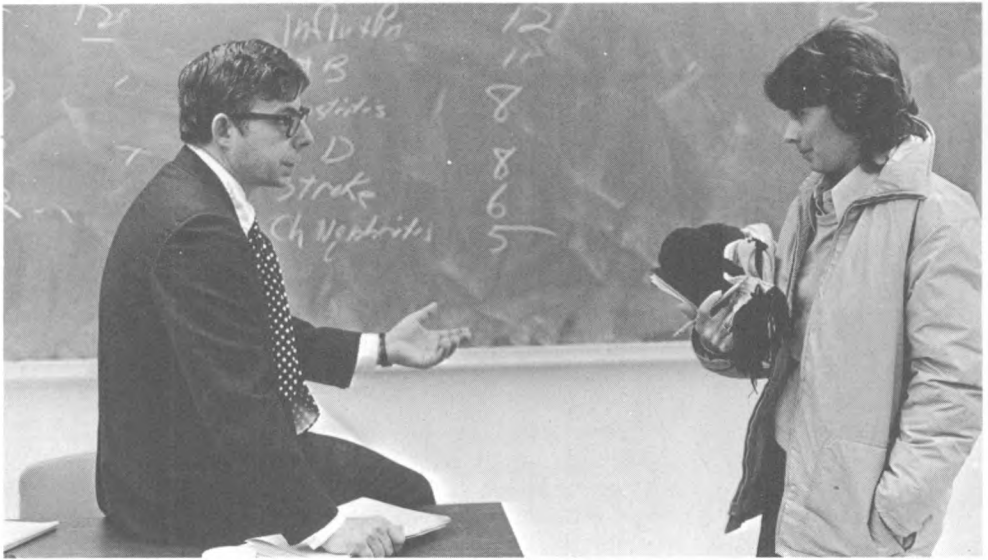
This course introduces major economic decision problems of production and operations management; aggregate production and work-force scheduling, multiplant allocation of product, large-scale project control (PERT), production and inventory control, demand forecasting, quality control, and short-run job-shop 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:** courses NCC 501 and NCC 503 or the equivalent. Course NCC 503 may be taken concurrently. **Required for M.B.A.**

NBP 502

Corporate Financial Management. First and second semesters. Credit three hours. H. Bierman, J. E. Hass, S. Smidt, and B. K. Stone.

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 analysis of financial information and the problems of managing and financing short-term assets. The following section considers the cost of different long-term financing instruments and the effect of the mix of these securities employed on the entity's cost of capital. The interaction between the financing and investment decision is then explored. Other topics covered are dividend policy and



Professor and student discuss health care lecture.

investment risk analysis. **Prerequisites:** courses NCC 500 and NCC 501 or the equivalent. **Required for M.B.A.**

NBP 503

Business Policy. First semester. Credit three hours.

This is an integrating course which examines the functions and responsibilities of general management and the problems which affect the character and success of the total enterprise. The problems considered and the point of view assumed in analyzing and dealing with them are those of the chief executive or general manager, whose primary responsibility is the enterprise as a whole. The design and implementation of corporate strategy constitute the intellectual substance of the subject. The first half of the semester is devoted to determining corporate strategy in a variety of cases drawn from industry. During the second half, emphasis shifts to implementing corporate strategy through organizational structure and processes in cases where corporate strategy has already been determined. **Prerequisite:** open to second year M.B.A. students and to others with consent of the instructor. **Required for M.B.A.**

M.P.A. CANDIDATES

NPP 500-501

The Conduct of Public Affairs I and II. First and second semesters. Credit three hours each semester. Public Administration staff and others. The principal objectives of this sequence of courses are to familiarize the future administrator or analyst with the nature of public affairs and to create an appreciation of the interaction among policy formulation, resource allocation, policy implementation, and evaluation. The sequence focuses on the processes of government at all levels. It undertakes to expose students to these processes from

the different perspectives of administration, politics, and economics. Particular attention is given to the workings of the national government and its federal system, to realities of and reasons for cooperation and competition that characterize relations between national, state, and local governments, and to the nature and rationale of emerging public institutions. Selected readings and case materials are used to develop those topics and to illustrate the manner in which practitioners and analysts oriented primarily toward institutional, political, or economic considerations tend to view and approach issues under discussion. Major emphasis is placed on simulating the working environment by requiring at different stages of the sequence the preparation of advice memoranda, option and position papers, and other materials used in government practice. **Required for M.P.A.**

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

NHP 500

Introduction to Hospital and Medical Care

Organization. First semester. Credit three hours. R. M. Battistella.

Health services are described and analyzed in the context of recent political, social, and economic developments in the United States and Western Europe. For purposes of organization and understanding of forces for change, health services are viewed as a social system—the Medical Care System—organized along neostructural-functional lines. Alternative methods of organizing and financing health care services are examined in an effort to evaluate the capacity of the medical care system to respond to pressures generated by changing disease patterns, rising expectations for medical care, and economic imperatives of medical science and technology. The roles and

responsibilities of various institutions and professional groups are examined, with particular emphasis on the hospital as the central institution in the provision of community medical care. The process of community planning for health and welfare services is studied, and the relationship of the hospital to that process is analyzed. Required for M.P.S. (H.H.S.A.)

NHP 501

Introduction to Clinical Medicine: The Physician, the Hospital, and the Medical Care Delivery System. Second semester. Credit three hours. D. C. Samson.

ELECTIVE COURSES

Courses mentioned but not described in this publication are described in the **Announcements** for other schools and colleges of the University.

BUSINESS ADMINISTRATION PROGRAM

Accounting

NBA 500

Intermediate Accounting. First semester. Credit three hours.

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

NBA 501

Advanced Accounting. Second semester. Credit three hours. R. E. Dukes.

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

NBA 502

Cost Accounting. First semester. Credit three hours. T. R. Dyckman.

This course concentrates on the controller's function in the decision-making process. The course is specifically designed for those who will either be responsible for the cost records of an organization or who will use the data for decision making. For this reason the course concentrates on the controller's function. Topics discussed include the budgeting process, accumulating costs for product costing, standard costs, the analysis of

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

cost variances, cost estimation and prediction, cost-price-volume decisions, behavioral aspects of cost control, performance measurement, non-manufacturing cost analysis, joint-cost problems, transfer pricing, and network methods as they relate to costs including PERT-cost. **Prerequisites:** courses NCC 500, NCC 501, and NCC 502 or their equivalent.

NBA 503

Financial Policy Decisions and Accounting II.

Second semester. Credit three hours. H. Bierman.

The topics covered include common stock, capital structure decisions and cost of capital, dividend policy, mergers, and acquisitions. In addition, theories of asset and income measurement are explored with special reference to their applicability to the manager and the financial analyst.

NBA 504

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

Credit three hours. J. B. Bugliari and R. S. Smith.

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

NBA 505

Auditing. Second semester. Credit three hours. H. J. Davidson.

This course is designed for the student interested in a career in public accounting and/or wishing to fulfill the New York State requirements for the Certified Public Accountancy concentration. Lectures focus on current problems of the auditor and theoretical issues. A laboratory session is devoted to work on a detailed and comprehensive practice audit set. Guest lecturers are utilized to discuss specialized topics.

NBA 506

Evaluation of Financial Statement Information.

Second semester. Credit three hours. R. E. Dukes.

This course focuses upon issues of accounting information evaluation, with special emphasis on the use of financial statements by decision makers external to the firm. The implications of recent

research in finance and accounting for external reporting issues will be explored. Emphasis will be placed on a rigorous development of the models that describe the user's decision context. Recent empirical research on the usefulness of financial statement data is also discussed. The research investigates the predictive ability of financial statement data with respect to several decision contexts, such as solvency determination, value of the firm, security returns, security risk, and dividend policy. **Prerequisites:** courses NBP 502 and NBA 500 or consent of the instructor. Enrollment in courses NBA 501 and NBA 516 is also recommended.

NBA 507

Cost Analysis for Management. First semester. Credit three hours. T. R. Dyckman.

This course concentrates on the controller's function in the decision-making process. The instruction is built around a dynamic-case approach in which the student, acting as the controller of a firm, must isolate problems, obtain the relevant data, and submit written or oral reports to management. Techniques discussed include: the analysis of cost variances, cost estimation and prediction, cost-price-volume decisions, behavioral aspects of cost control, performance measurement, joint-cost problems, transfer pricing, network methods as they relate to costs including PERT-cost, and the relevance of costs to capital budgeting decisions. A special project is available to those interested in preparing for the C.P.A. Examination but this is not a course designed specifically for accounting majors. **Prerequisites:** second-year status, courses NCC 500, NCC 501, NCC 502, and NCE 520 or their equivalent. This prerequisite material is critical and will be assumed.

Business Law

NBA 510

Law of Business Associations. First semester. Credit four hours. J. B. Bugliari.

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

NBA 511

Advanced Business Law. Second semester. Credit four hours. J. B. Bugliari.

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:** course NCE 500 or consent of the instructor.

Finance

NBA 515

Short-Term Financial Management. Second semester. Credit three hours. B. K. Stone.

This course focuses on short-term financial management. Topics covered include cash

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

NBA 516

Investment Management. First semester. Credit four hours. B. K. Stone.

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

NBA 517

The Economics of Securities Markets. First semester. Credit three hours. S. Smidt.

This course analyzes the institutions and operations of securities markets in the United States. Specific topics covered include: (1) the analysis of the mechanisms by which securities markets bring buyers and sellers together, establish prices, and execute transactions; (2) the determinants of transactions costs; (3) the relationship between speculative activities and securities price movements; and (4) the behavior of stock market prices. Particular emphasis is given to the markets for corporate equities, and to the changes that are taking place in these markets as a result of the increasing role of financial institutions. Changes that are likely to take place as a result of efforts by the S.E.C. and the Congress to promote the development of a central market for corporate equities will be considered. **Prerequisite:** course NBP 502 or consent of instructor.

NBA 518

Money Markets. First semester. Credit three hours. D. Ahlers.

This course covers the instruments and institutions which make up domestic and international money markets. It focuses on how various credit instruments are used for borrowing, investing, and hedging by individuals, corporations, financial institutions and governments. Opportunities as well as limitations for personal investment are considered. Although historical trends are examined, the emphasis is directed toward money market conditions as they exist when this course is offered. Guest lectures by executives who operate on a daily basis in these markets augment the course. **Prerequisites:** courses NCE 520, NCC 503, and NBP 502.

NBA 519

Seminar in Bank Management. Second semester. Credit three hours. D. M. Ahlers.

This course has two primary objectives. The first is to present to the student the problems facing bank management in such areas as asset and

liability management, decentralization, market planning, operating efficiency, and corporate expansion. Executive managers from the banking community will augment the instructor in this phase of the course. The second objective is to assist the student in gaining insight as to how to use new tools and concepts in solving management's problems. Recently graduated M.B.A.'s working in banking will aid the instructor during this phase of the course. Although the focus of the course is on banking, the principles discussed are applicable to corporate financial management in general. At the completion of the course, the student should have an awareness of the difficulties likely to be encountered in trying to change the management behavior of financial corporations as well as some tangible guidelines on how to overcome these difficulties. **Prerequisites:** courses NCE 540, NCC 501, NCC 503, and NBP 502 or consent of the instructor.

NBA 520

Advanced Topics in Finance and Managerial Economics. Second semester. Credit four hours. B. K. Stone.

This course is explicitly designed for Ph.D. students in finance and economics. It treats utility theory, portfolio theory, risk theory, capital market models, valuation theory, efficient market theory and evidence, and related topics in capital budgeting, capital structure, dividend policy, with applications to positive and normative models of firm decision making. When necessary, the course develops mathematical tools required to treat functional topics at the Ph.D. level. The approach to most topics is first to cover the standard theoretical and empirical literature and then to read and evaluate current articles and working papers with some emphasis being given to current research at Cornell. About two-thirds of the classes are prepared lectures; the remainder are used for the evaluation of recent papers, and occasional guest speakers. **Prerequisites:** enrollment in Ph.D. program, an econometrics course (including concurrent registration), basic matrix algebra, probability, statistics, and linear programming.

NBA 521

Financial Policy Decisions and Accounting I First semester. Credit three hours. H. Bierman.

This course deals with quantitative decision models for different types of financing methods starting with leases and different types of bonds and proceeding on to preferred stock, stock options, warrants, and convertible securities. After developing the decision models from the point of view of the issuing firm and considering the investors' point of view, the accounting implications (especially the theory) flowing from the model are developed. Also included in the topics are leverage, bond refunding, and the term structure of interest rates. **Prerequisite:** open to second-year students who have had basic accounting, statistics, and finance.

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

Evaluation of Financial Statement Information

NBA 510

Law of Business Associations

NBA 511

Advanced Business Law

NCE 505

The International Monetary System

NCE 524

Economic Evaluation of Capital Investment Projects

General Management

NBA 550

International Marketing. Second semester. Credit one or two hours. V. R. Rao.

This course examines the application of marketing management and research techniques to the problem of marketing across national boundaries. Topics include a consideration of the law of comparative advantage for international trade, institutional considerations and environment of world markets, role of multinational corporations, and export marketing. The course brings to bear some of the contemporary marketing research methods to the problem of assessing opportunities in the world markets. Various cases are used to enable the student to apply marketing concepts to the international scene.

Note: Students interested in general management should also consider the following courses in the School:

NBP 503

Business Policy

Marketing

NBA 540

Marketing Operations. First semester. Credit three hours. J. M. Rathmell.

The administration of the marketing function is the main focus of this course. Organization, staffing and supervision, market potential determination and sales forecasting, coordination of marketing and other functions of the firm, and public regulation of marketing are the major topics considered. **Prerequisite:** course NBP 500 or consent of the instructor.

NBA 541

Marketing Research. Second semester. Credit three hours. V. R. Rao.

Marketing research is concerned with the identification of information needs for marketing decisions and the subsequent data collection, analysis, and reporting techniques appropriate for various areas of application. Techniques include sampling, questionnaire design, experimentation, scaling, and the use of mathematical

models. As part of the course requirements, groups of students conduct empirical studies which include all phases of a typical marketing research project. **Prerequisites:** courses NCC 501 and NBP 500.

NBA 542

Advertising Management. Second semester. Credit three hours. C. S. Craig.

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 in 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:** course NBP 500 or consent of the instructor.

NBA 543

Marketing Strategy. Second semester. Credit three hours. J. M. Rathmell.

This course considers the role of product, pricing, promotion, and channel and physical distribution in the development of a firm's integrated marketing program. The contributions of marketing research and operations analysis are stressed. Cases are used extensively to evaluate and compare alternative courses of action. Team reports are submitted to a business enterprise on problems of marketing strategy with which it is currently concerned. **Prerequisite:** course NBP 500 or consent of the instructor.

NBA 544

Marketing Practicum. First semester. Offered every other year. (Not offered in 1975-76.) Credit three hours. Staff.

This course is designed to provide students with an opportunity to work on real-life marketing projects. Marketing decision problems drawn from several corporations are presented in the course. Each student team works on one of these projects. The teams make both written and oral presentations of their solutions to the class as well as the sponsoring firm's marketing management. **Prerequisite:** course NBP 500 or the consent of the instructor.

NBA 545

Seminar on Change in Marketing. First semester. Credit three hours. J. M. Rathmell.

The course explores the effects of fundamental social and technical changes on the marketplace. Changing life styles, the advent of energy shortages, new ground rules for business-government relations, and changes in the character of marketing responsibilities are considered. Managerial strategies for coping with these changes are discussed. Long-term planning is stressed as the basic managerial process for adapting to a changing market environment. **Prerequisite:** second-year status or consent of the instructor.

NBA 546

Seminar in Marketing Models. First semester. Credit three hours. V. R. Rao.

This seminar is directed to several topics in the application of management science methods and mathematical models to marketing problems. Principal emphases are placed on understanding the nature and complexity of marketing decision areas, structuring marketing problems into analytical models, and evaluating the utility of existing models and associated measurements for marketing management. The course covers models in the four principal decision areas: product, pricing, promotion, and distribution. Students are required to present papers and undertake projects. **Prerequisite:** course NBP 500 or consent of the instructor.

NBA 547

Market Segmentation. First semester. Credit three hours. J. M. McCann.

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

NBA 548

Service Marketing. Second semester. Credit three hours. J. M. Rathmell.

The focus of this course is on the marketing of services by private profit, private nonprofit, and public institutions and agencies. Accepted principles and practices of marketing which have evolved from the study of the marketing of goods are applied or modified in the process of treating marketing in the service sector. Each student explores the marketing of a specific service: health care, financial, recreational, or public utilities services, for example. **Prerequisite:** second-year status or consent of the instructor.

NBA 549

Consumer Behavior. First semester. Credit three hours. C. S. Craig.

Broadly conceived, consumer behavior is the study of consumption choices. This course is designed to help the student understand consumer decision-making processes. While emphasis is on the individual consumer allocating resources among consumption choices, the industrial buyer is considered. Relevant psychological and sociological theories are covered along with models of consumer behavior drawn from the marketing literature. Current research is analyzed from a managerial perspective with emphasis on developing effective marketing strategies. Students are

expected to write a paper exploring some area of consumer behavior in depth. **Prerequisite:** course NBP 500 or consent of the instructor.

NBA 551

The Structure of the Advertising Agency Industry.

Second semester. Credit two hours. A. J. Kover.

The course offers an overview of the structure of large advertising agencies. The focus is on the interrelationships between agencies and clients and on the internal structure of agencies. The topics covered include: the organization of large agencies and the work flow within them, agency reputation and the relationship of reputation to client dealings, financial arrangements with clients and media, the nature of relationships with clients and attempts to control such relationships, and potential and actual threats to the agency business. Enrollment is limited and preference is given to second-year students. Admission is by signed permission of the instructor.

Production and Operations Management

NBA 560

Problems and Techniques in Production Management.

First semester. Credit three hours. L. J. Thomas.

Major economic decision problems in production management are examined. Various methods of analysis are used, including traditional intuitive rules, schematic models, and quantitative techniques. Problem areas considered include size and location choices, process and equipment selection, aggregate production planning and scheduling, production and inventory control, distribution systems, project control, assembly-line balancing, and sampling inspection and quality control.

Techniques studied include calculus, linear programming and extensions, dynamic programming, computer simulation, critical path methods, heuristic programming, and statistical analysis. The emphasis is on the application of these techniques to the problems of an operating firm. **Prerequisite:** course NBP 501 or consent of the instructor.

NBA 561

Case Studies in Production and Operations Management.

Second semester. Credit three hours. J. O. McClain and L. J. Thomas.

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

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

PUBLIC ADMINISTRATION PROGRAM

NPA 500

Urban Government Operations.

First semester. Credit three hours. E. S. Flash.

This elective course is designed for graduate students in public administration and related disciplines and qualified upper-class undergraduates

Steps of the School provide a pleasant place to study on a warm spring day.



who are preparing for involvement in urban affairs at national, state, or local levels, with private as well as public organizations. Its focus is on the responses that elective and appointed officials make to the opportunities and problems that face the urban community. Through examination of substantive and managerial issues, it attempts to develop the student's knowledge and convictions regarding governmental leadership, systems analysis, planning and evaluation, urban bureaucracy, resource development and allocations, as well as metro-government reorganization.

NPA 501

Public Affairs Practicum. First and second semesters. Credit three hours. Public Administration staff.

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

NPA 502-503

Economics and Public Policy Workshop. First and second semesters. Credit three hours each semester. R. H. Smiley.

The major purpose of this interdisciplinary seminar is to serve as a forum to bring together faculty and advanced graduate students throughout the University who are interested in the areas of applied economic analysis, political economy, policy analysis, public administration, and public policy. The seminar normally meets weekly throughout the year to consider papers by Cornell faculty and students and outside visitors. Course credit for students will be based upon the preparation of a research paper under the direction of a member of the faculty and presentation of the paper to the seminar. **Prerequisite:** consent of the instructor.

NPA 504

Science, Technology, and Public Policy. Second semester. Credit three hours.

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

NPA 505

Public Financial Management. Second semester. Credit three hours. R. Schramm.

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

NPA 506

Politics of Decentralization and Local Reform (Government 335 and 643). First semester. Credit four hours. D. E. Ashford.

The course provides a comparative analysis of municipal and local government policies in Britain, France, and selected developing countries. The emphasis is on national-local linkage and the ways in which decentralization policies affect the power structure, economic planning, and representative government. The major efforts to reform urban, local, and regional planning and procedures since World War II are examined, and their effects are assessed. Graduate students attend the lectures for Government 335 and meet weekly as arranged to review research on decentralization and local politics.

NPA 507-508

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

This seminar is designed primarily for the participants in the Education for Public Management Program (see p. 77). It attempts to increase the participant's understanding of, and convictions regarding, the interaction of policy, politics, and administration. The subject matter of the seminar is adapted to the interests of the particular EPM group and to the nature of the individual study programs. The seminar participants may consider not only specific policy and administrative topics but also such fundamental governmental and social phenomena as individual freedom, impact of mass media, radicalism and dissent, executive-legislative relations, and intergovernmental cooperation. Readings from a wide range of sources complement oral and written presentations as well as discussions with practitioners and academicians from other parts of the University.

NPA 509

Policymaking in Europe and Japan. First and second semesters. Credit three hours each semester. D. E. Ashford.

The course examines the consequences of policy formation and modern governmental bureaucracy for the expression and revision of democratic political values. Cases include the administrative process of Great Britain, Germany, Japan, and France, and involve policy formation in the areas of local government, education, labor relations, minorities, economic policy, and administrative reform. Students work with primary materials on administrative decision making in each case study, tracing its effects on democratic values in the society and, where relevant, the emergence of crises of authority from bureaucratic judgments.



Bradfield Hall towers above the practice fields along Tower Road.

The fundamental argument is that the development of highly skilled, technical bureaucracies in the advanced industrial democracies has not relieved these societies from the periodic redefinition of authority in society.

NPA 510

Public Administration in Action. First semester. Credit three hours. A. K. McAdams.

In this course, the student applies concepts learned in earlier course work to solve problems of administration. The problems are developed by faculty, students, visiting lecturers, and practicing administrators. Where appropriate, field work may be assigned. A term project is required.

NPA 512

Seminar in Public Systems Analysis. Second semester. Credit three hours. A. S. Walters.

The subject matter in this seminar is different from year to year. Organized around significant problems of society, the subject matter involves a mix of technological, social, economic, and political considerations. Projects involving team efforts are emphasized and generally directed toward issues of urgent current interests and the course is normally closely coupled with some public agency that is interested in the results of the activity.

Each course is organized around recognition of needs, problem definition, information gathering, formulation of alternative solutions, hypothesis testing, design, and evaluation. Typical problems could be from such areas as environmental quality, housing, health care, land use analysis, or transportation. Small groups work on the problem using the whole range of problem-solving techniques. Problem solutions may include the design of a new institution, the preparation of a draft of new legislation, recommendations for alleviation of a pollution hazard, etc., and 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 to the interested public or private body.

HOSPITAL AND HEALTH SERVICES ADMINISTRATION PROGRAM

NHA 500

The Social Psychology of Hospitals. Second semester. Credit three hours. D. B. Smith.

The course is designed to provide an understanding of the social-psychological dynamics shaping hospitals and other health-related institutional settings. It examines the impact of alternative organizational models (bureaucratic, professional, and anarchistic) on these institutions and on their patients and staff. Alternative organizational change strategies are evaluated. Some field work experience designed to reinforce concepts within the course is included.

NHA 501

Evaluation of Community Health Services. First semester. Credit three hours. D. R. Brown.

The course is designed for students interested in hospital management and health planning. It attempts to develop the student's knowledge, skills, and analytical abilities regarding the planning, organization, and delivery of health services at the community level. A field project is ordinarily selected. This fall's project focuses on the long-range planning process in hospitals. The process is viewed as an essential part of management responsibility, a continuing action-oriented endeavor which enables the organization to cope with change. Organization and information requirements are highlighted as well as the human-political dimensions of program planning and implementation.

NHA 502

Psychiatric Institutions: Administration and Practice. Second semester. Credit three hours. R. W. Daly, F. A. Johnson, and E. A. Kaplan.

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

NHA 503

Sociopolitical Aspects of Community Health Services and Planning. Second semester. Credit three hours. R. M. Battistella.

This course is designed to provide the student with an introduction to social and political theory and research useful for the formulation and delivery of community health services. The course emphasizes two major areas. The first concerns the significance of sociocultural and social-psychological factors for the initiation and utilization of health services. Specific topics covered include disease and its interpretation, sick role theory, volitional-stage patient behavior, and the role of health care facilities and treatment patterns in bringing about behavioral change. The second major area emphasized in the course is that of the structure and dynamics of community decision making and planning. Key topics in this area are community power structures and pathways to social change. Particular emphasis is given to the interrelationship between abstract concerns and practical affairs.

NHA 504

Legal Aspects of Hospital Administration. First semester. Credit two hours. J. B. Bugliari.

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

NHA 505

Policy and Planning for Health Care. Second semester. Credit three hours.

This course examines the decision-making processes of health care, whether physical, mental, or environmental, as they relate to the development of public and private health policies. Comprehensive health planning as an instrument of change is described and analyzed within the context of contemporary health affairs. Attention is given to the interrelationships of policy and planning within the larger sociopolitical framework.

NHA 506

Seminar in Health Services Research. First semester. Credit three hours. D. B. Smith.

The course critically surveys the research tools applicable to program evaluation in health and public settings. The topics include a review of survey sampling methodology, quasi-experimental designs, and methods of measuring performance. Applications of these tools to program evaluation are analyzed both in terms of their internal logic and rigor and their practical impact on actual policy and programs. Students are expected to develop some program evaluation applications of their own.

NHA 507

Health Economics. First semester. Credit three hours. S. Kelman.

This course considers the provision of medical care as an economic activity. Individual, family, and national expenditures for medical care are studied in relation to the various factors which influence them, including supply and demand, unit costs, utilization rates, traditional and evolving patterns of distribution, and changing medical technology. Major emphasis is given to the problem of the rising costs of hospital care and to the actual and potential role of administration in helping to control them. The principles underlying commercial health insurance, nonprofit prepayment and service plans, and health programs under social security and public welfare are analyzed in detail. Government programs of health care in this country, existent and proposed, are analyzed and compared with experiences with similar programs in foreign countries. **Prerequisite:** course NCC 502 or the equivalent.

NHA 508

Health and Welfare Policy: Foundations and Strategies for Analysis. First semester. Credit four hours. R. M. Battistella.

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 alternative solutions to the broader institutional problems of allocation (economics), control (politics), and normative behavior (morality). Because it serves to establish goal parameters and means of goal attainment, ideology is viewed as the main-spring force of institutionalized systems for the provision of health and welfare services. The basic tenet of the course is that health and welfare policy is deeply rooted in the value system of society. The development of interdisciplinary approaches for the explication of underlying assumptions and analysis of the consequences of policy alternatives is a key aim of the course.

NHA 509

The Political Economy of Medical Care Services. Second semester. Credit three hours. S. Kelman.

This course employs a historical conflict analysis to examine the development of the American medical care system from that of a cottage industry in the early part of this century to a sector

of advanced industrial capitalism today. It begins with a discussion of the methodology of dialectical analysis and the nature of epidemiology in a class-based, competitive industrial society. The emphasis of the course is on the evolving nature of the medical care delivery system as related to the interactions of interest group dynamics, social class divisions, and technological change.

NHA 510

Health Operations Management and Planning. First semester. Credit three hours. J. O. McClain.

The course examines the potential application of quantitative methods in the health field. Particular attention is given to problems in the areas of hospital administration and comprehensive health planning. Class members will be expected to play an active role in discussions dealing with the abstracting of real situations into models for analysis and with interpretation of the results. The course attempts to serve two needs. (1) For students who are not quantitatively oriented, the emphasis is on understanding the language, applications and limitations of quantitative models. The goal is to make these students comfortable in dealing with people who are quantitatively oriented. (2) For the more quantitatively oriented student, a deeper study of mathematics is required through extra assignments and/or readings. **Prerequisites:** courses NCC 501 and NCC 503 or the equivalent.

NHA 511

The Financial Management of Hospitals. Second semester. Credit three hours. R. W. Broyles.

The course examines selected areas of financial management in hospitals. Major areas of concentration include the internal and external environment of hospitals, asset management, operational planning and control, investment decisions, and sources of funds.

NHA 512

Seminar in Hospital and Health Services Administration. Second semester. Credit three hours. D. R. Brown.

Designed as an integrating "capstone" course for second-year students interested in hospital and health services administration, the seminar focuses on the management and delivery of health services from the institutional standpoint and attempts to develop the student's skills in decision making and communication through the analysis of operating problems and issues. Employing a variety of methods (case studies, group process model, visiting discussion leaders, field projects), the seminar explores a number of major topics such as hospital governance and executive leadership, developments in medical staff and nursing services organization, collective bargaining in hospitals, evaluation and control of medical care quality, and alternative regulatory models for hospitals.

NHA 513

Field Studies in Health Administration and Research. First and second semesters. Credit variable. Hospital and Health Administration staff. Students interested in developing administrative and program planning research skills will be given

an opportunity to evaluate an on-going phase of health care agency activity in the light of sound administrative practice and principles of good medical care. In planning and carrying out the research, students work closely with a skilled practicing administrator and with faculty of the Graduate School of Business and Public Administration.

NHA 514

Seminar in Comprehensive Health Planning.

Second semester. Credit three hours. D. R. Brown, G. Cummings, and B. Swift.

Designed especially for students in urban planning and development, policy planning and regional analysis, sociology, and the Sloan Program of Hospital and Health Services Administration, this is an integrative seminar on comprehensive health planning. By focusing on contemporary issues the course attempts an interdisciplinary approach to the study of planning, organization, and delivery of health services and tries to demonstrate the relations between theoretical and practical aspects of comprehensive health planning. Social, economic, and political considerations of the health planning endeavor as well as technical and organizational developments are analyzed and discussed from a conceptual and a pragmatic standpoint. Wherever possible, health planning comparisons with other countries are drawn from the literature.

NHA 515

Seminar in the Political Economy of Health.

Second semester. Credit three hours. S. Kelman.

This course extends several of the topics begun in course NHA 509. Though the content varies from semester to semester, focus is generally on recent theoretical developments in the political economy of health and the pattern of emergence of health care reforms. **Prerequisite:** NHA 509 or permission of the instructor.

NHA 516

Health and Social Services Administration and Planning. Second semester. Credit three hours. R. M. Battistella.

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

NHA 517

Washington Health Policy Field Seminar.

Intersession between first and second semesters. Credit one hour. S. Kelman.

This seminar involves field work undertaken in Washington, D.C. Before going to Washington, students must complete a selection of readings

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

NHA 518

New York Field Seminar in Hospital Management and Delivery of Urban Health Services. Intersession between first and second semesters. Credit one hour. D. Thompson and C. LaCosta.

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

COMMON COURSE ELECTIVES

Accounting

NCE 500

Fund Accounting. Second semester. Credit one hour. R. W. Broyles.

In this course, basic accounting concepts are applied to the problems and institutions of the public, not-for-profit sector.

International Business, Development, and Economics

NCE 505

The International Monetary System. Second semester. Credit three hours. D. M. Barton.

After dealing with the rudiments of international trade theory, this course goes on to examine the operation of foreign exchange markets. The course is organized around mechanisms by which the balance of payments on international accounts is equilibrated under regimes of fixed and floating exchange rates. The central issue throughout is the comparative efficiency and stability of international trade and investment under these two systems.

Prerequisites: NCC 502 and NCE 520 or consent of the instructor.

NCE 506

International Business Policy. Second semester. Credit three hours.

As a sequel to course NBP 503, this course stresses the problems of planning and organizing worldwide operations. Utilizing business policy concepts of strategy formulation and implementation developed in course NBP 503, the student explores case problems in European and multinational companies. Discussion centers on general managers who are assigned profit responsibility. Student teams compete in an international operations simulation—a complex, computerized general management game. The course affords the student an opportunity to gain further experience in dealing with business policy situations rendered more complex by virtue of such additional considerations as exchange problems, tax policies, nationalistic pressures, and differences in language, currency, laws, and culture. Of particular concern is the difficulty of devising effective means of managing decentralized operations on a global scale. **Prerequisite:** course NBP 503 or consent of the instructor.

NCE 507

American Business Operations Abroad. First semester. Credit three hours. F. T. Bent.

This is an introductory course in international business which surveys the various problems facing American business operated outside the United States. The topics of discussion include the effect of the overseas environment on American business, selected organizational and administrative problems of international business, and the impact of United States government policies and regional agreements on American overseas business operations. Visiting lecturers from business and government are invited to discuss selected topics. **Prerequisite:** course NCE 540 or consent of the instructor.

NCE 508

Administration of Public Operations Abroad.

Second semester. Credit three hours. F. T. Bent.

This course considers the politics and administration of United States government overseas operations. Specific attention is given to the Departments of Defense and State, the Agency for International Development, and the United States Information Agency. The planning, coordination, and evaluation of foreign aid policy are studied along with the role of Congress in determining objectives and assessing results. Certain recipient countries are selected in order to study the problems of implementation and the effects of foreign aid on political, social, and economic development. **Prerequisite:** course NCE 540 or consent of the instructor.

NCE 509

Political Development and Social Change

(Government 537). Second semester. Credit four hours. D. E. Ashford.

This course involves a survey of the literature on the relation between politics and rapid social and economic change in developing countries, with particular attention to problems of participation and

the traditional society. Attention is given to the problem of sustained institutional development in new nations given the wide variations in individual capabilities to participate, and the severe constraints on responding to citizens' needs and preferences. Problems considered are mobilizing peasant societies, revolutionary alternatives, representative experimentation, the mass party, factionalism, communalism, and rural development.

NCE 510

Seminar on Development Administration. First semester. Credit four hours. M. J. Esman.

This seminar deals with (1) the role of government and public administration in the social and economic development of modernizing societies; (2) the development of administrative capabilities and institutions and the behavior of public bureaucracies in a comparative perspective; and (3) the shaping, management, and evaluation of action programs designed to achieve economic growth, social change, and increased public participation.

NCE 511

Special Topics in International Finance. Second semester. Credit three hours.

This reading seminar provides the opportunity for advanced study of selected aspects of international finance and the political economy of international monetary relations. **Prerequisite:** course NCE 505 or the equivalent (may be taken concurrently) or consent of the instructor.

NCE 512

Science, Technology, and Development. Second semester. Credit four hours. M. J. Esman.

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

NCE 513

Science, Technology, and International Relations. Second semester. Credit four hours. M. J. Esman.

This seminar focuses on science/technology relations among advanced industrialized countries and the foreign policy implications of scientific and technological change. It deals with problems of domestic science/technology policy, national structures established to operate in this field, the activities of international and regional organizations (especially OECD), the substantive interactions between international organizations and national policies, the meaning of so-called technology and management "gaps," and the consequences of international cooperation and conflict (including East-West) regarding peace, economic growth, and quality of life. (This is the second of a two-course sequence in international science and technology, the first having dealt

with science and technology transfer between industrialized and less developed countries.) **Prerequisite:** open to graduate students from any discipline or professional school and to seniors with consent of the instructor.

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

Department of Economics

367

Comparative Economic Systems: Soviet Union and Europe

368

Contemporary Brazil

371

Public Policy and Economic Development

525

Economic History of Latin America

561-562

International Economic Theory and Policy

565

Economic Problems of Latin America

572

Processes of Economic Growth and Development

674

Economic Systems

Department of Government

181

Introduction to International Relations

354

The Politics of Population

355

From Politics to Policy: The Political Economy of Choice

356

Elites and Society: The Political Economy of Power

Managerial Economics and Economic Policy

NCE 520

Macroeconomics for Management. Second semester. Credit three hours. J. Hass.

The first half of the course deals with macro-economic topics—output, employment, prices and inflation, economic growth, international trade and finance, and the role of fiscal and monetary policies. The objective is not only to present theory but also to develop the use of this knowledge in the day-to-day decisions of a variety of economic entities. The second half of the course is sectioned according to program. M.P.A. students examine some further topics closely related to macro-economics such as state and local fiscal policies, regional economics, and federal funding of nonprofit programs. M.B.A. students examine a sub-

set of the topics covered in course NCE 547 Institutions and Values in Contemporary Society, primarily those dealing with the business/employee/government/society interfaces.

Note: A separate exemption examination for course NCE 520 will be given at the beginning of the second semester. The student may exempt this course by examination.

NCE 523

Corporate Behavior and the Public Interest. First semester. Credit three hours. R. Smiley.

This course examines a variety of actual or proposed public policies designed to assure corporate behavior in the public interest. After reviewing the main issues raised by the growth of the modern corporation, such as the concentration of economic power, the separation of corporate ownership and control, and political activity of corporations, the course focuses on public policy responses to these issues. Some of the other issues considered are discrimination, pollution advertising, product safety, and the social responsibility of the corporation.

NCE 524

Capital Budgeting: Economic Evaluation of Capital Investment Projects. Second semester. Credit three hours. S. Smidt.

This course is intended to provide students with a reasonable background for estimating the economic value of proposed capital investment projects. Project evaluation from the point of view of a business firm is emphasized although most of the techniques considered are applicable to nonprofit organizations (such as hospitals and universities) and to governments. The problems associated with making capital budgeting decisions under conditions of uncertainty will receive particular attention. For the required term paper, students are encouraged to analyze a real capital investment project, but other topics are possible. **Prerequisites:** courses NCC 501 and NBP 502 or consent of the instructor.

NCE 525

Managerial Economics and Public Policy. Second semester. Credit three hours. A. K. McAdams.

The objective of this course is to aid the student in developing an effective approach to problem analysis as a step toward problem solution. Emphasis is placed on the contribution, significance, and limitations of economic concepts in the solution to complex problems in widely varying settings. Class discussions will focus on particular real world problems. From time to time class participants are asked to prepare brief written reports of two types: first, papers setting forth an analysis of given problems, and second, papers setting forth a framework for analyzing the category or class or problem illustrated by given problems. Discussion problems are similar to the following: the determinants of appropriate internal pricing policies for a computation center whether in a business, hospital, government agency, or university; price making as a determinant of the structure of the freight transportation industry of the United States and the interaction of the incentive system and government regulation in perpetuating the current structure; analysis of the recent North-

East Rail Legislation. Practical problems in the public and private sectors that inhibit optimal implementation of the role are the focus of the discussion. In consultation with the instructor, course participants are asked to select a term paper topic for in-depth analysis.

NCE 526

Topics in United States Economic Policy. Second semester. Credit three hours.

After introductory discussions of political economy and the economic approach to social problems and contrasting views on the proper role of economists in government and government in the economy, a number of current policy issues are considered. Probable topics include wage and price controls; the problems of population, pollution, and the environment; and the role of government regulatory agencies. **Prerequisites:** courses NCC 502, NCE 520, or consent of the instructor.

NCE 527

American Industry, Economic Analysis, and Public Policy. Second semester. Credit three hours. R. Smiley.

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

NCE 528

Cases and Problems in Economics and Finance. First semester. Credit three hours. A. K. McAdams.

The objective of this course is to provide students with experience in applying economic, financial, and analytical techniques to cases and problems in economics and finance. Class discussion is focused on comprehensive cases and other real-world problems which involve capital budgeting, working capital management, investment analysis, linear programming, mergers, and acquisitions. Live cases involving current problems are included. **Prerequisites:** courses NCC 502, NBP 502, and NCE 520.

NCE 529

Labor Relations in the Nonprofit Sector. Second semester. Credit three hours. R. W. Broyles.

This course is divided into two phases. The first is devoted to a general analysis of labor unions and labor relations while the second is concerned with the labor union movement in the public and hospital sectors. Specific areas of concentration include the theory of wage determination, labor union and management wage policies, the collective bargaining process, and an evaluation of the impact of labor unions on wages, prices, income distribution, and productivity. Finally, factors which influence the impact of labor unions are examined.

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

NBA 517
The Economics of Securities Markets

NBA 518
Money Markets

NCE 505
The International Monetary System

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

Department of Economics

302
The Impact and Control of Technological Change

335
Public Finance: Resource Allocation

338
Macroeconomic Policy

511
Microeconomic Theory

512
Macroeconomic Theory

519-520
Quantitative Methods

551
Industrial Organization

552
Public Regulation of Business

561-562
International Economic Theory and Policy

572
Processes of Economic Growth and Development

642
Labor Economics

651
Industrial Organization

652
Industrial Organization and Regulation

Department of Agricultural Economics
450

Resource Economics

650
Economic Analysis of Public Investment

710
Econometrics I

711
Econometrics II

Organizational Behavior and Personnel

NCE 540
Organization Theory and Behavior. First semester. Credit three hours. A. J. Kover, and invited speakers.

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

NCE 541
Personnel Administration and Human Relations. Second semester. Credit three hours. E. Brooks. The objective of this course is to develop an understanding of the policies, methods, and techniques utilized 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, 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 is also given to analysis of trends in personnel management. This course is open only to graduate students.

NCE 542
Processes and Techniques in Organizational Development. Second semester. Credit three hours. T. M. Lodahl.

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

NCE 543
Organizational Behavior and Administration. First semester. Credit three hours. E. Brooks. Cases, concepts, and research findings in organizational behavior and administration are covered in this course. Human problems in administration, methods of diagnosing situations, group behavior, intergroup reactions, and organizational change are analyzed. This course is open only to graduate students.

NCE 544
Business and Industrial Personnel. Second semester. Credit three hours. E. Brooks. This course is concerned with the advanced study of selected areas of personnel administration. The role of action research is stressed. Individual



Students compare lecture notes between classes.

and group research projects are emphasized. In addition, readings, case studies, and guest speakers are utilized. This course is open only to graduate students.

NCE 545

Seminar in Organization Theory. First semester. Credit four hours. A. J. Kover.

This seminar involves the intensive exploration of a selected aspect of behavior in complex organizations. The aspect to be studied this year is that of extralegitimate and Machiavellian options for organizational behavior. Class participation is expected of all, with students responsible for much of the actual teaching of the seminar. The instructor will serve mainly as a resource person and coordinator.

NCE 546

Special Topics in Organizational Theory and Behavior. First and second semesters. Credit one hour. T. M. Lodahl.

This course consists of a concentrated exploration of the techniques and experiences of applied behavioral science (T- or encounter group learning) to personal growth and enrichment. The course meets for one full weekend in the middle of the first semester; this will be the only time that the course meets. Those desiring to participate must have prior written permission from Mr. Lodahl. Participants will also be charged a fee (tentatively estimated to be \$30) for room and board during the weekend experience. Although no grades will be given, participants will be expected to contribute their full energies to the course during the weekend that it meets.

NCE 547

Institutions and Values in Contemporary Society. Second semester. Credit three hours. R. Schramm. The purpose of this course is to explore the

influence of institutions and values on decision making in business, public, and social service organizations. The course examines three broad areas: (1) the nature and source of individual values and the role of personal values in communication and decision making, (2) the characteristics of existing economic and political institutions and how institutional interactions and social concerns shape or constrain organizational choices, and (3) how current changes in attitudes, values, and institutions may affect the future environment for administrative decision making. Case materials and student participation techniques are used extensively.

NCE 548

Human Relations in Administration. First semester. T. M. Lodahl.

This course presents a series of cases, role-playing experiences, and small group tasks that are designed to help the student examine and understand many problems inherent in carrying out administrative roles. It will deal with personal vs. organizational goals, formal and informal organization, normal and pathological bureaucratic behavior, personal dilemmas of the leader, the power of subordinates in complex organizations, staff vs. line conflict, and minority management, among other topics. Each topic will involve theoretical readings, case readings, and some form of experiential exercise; the latter will often involve videotape recording and feedback. **Prerequisite:** NCE 540.

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

Quantitative Analysis

NCE 560

Introduction to Probability Theory (Industrial Engineering IOD 660). First semester. Credit four hours.

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

NCE 561

Introduction to Statistical Theory (Industrial Engineering IOD 670). Second semester. Credit four hours.

This course considers the application of statistical theory to problems associated with the analysis of data. Involved are principles of statistical inference, estimating the value of unknown parameters of probability distributions and the testing of hypotheses concerning these parameters, and elements of statistical decision theory. An introduction to correlation theory and curve fitting by least squares is included. **Prerequisite:** course NCE 560 or the equivalent. (Note: This course may be substituted for course NCC 501 in the core requirements.)

NCE 562

Operations Research I (Industrial Engineering IOE 622). First semester. Credit three hours.

This course deals with model design, methodology of operations research, linear programming, the transportation problem, the assignment problem, the dual theorem, parametric linear programming, integer programming, nonlinear programming, dynamic programming, and introduction to inventory theory. Emphasis is placed on comprehensive problems and case studies.

NCE 563

Operations Research II (Industrial Engineering IOE 623). Second semester. Credit three hours.

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

NCE 564

Multidimensional Measurement and Scaling.

Second semester. Credit three hours. V. R. Rao.

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

to prepare a proposal for a research design and analysis of any substantive problem of particular interest. **Prerequisite:** consent of the instructor.

NCE 565

Statistical Inference in Managerial Decisions and Research. Second semester. Credit three hours. J. M. McCann.

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

NCE 566

Bayesian Decision Theory. Second semester. Credit three hours. T. R. Dyckman.

This course offers an extension of some of the topics introduced in course NCC 501. Topic coverage includes a review of the basic decision problem, utility theory, sampling and the revision of subjective probabilities, risk functions, the place of classical statistics in decision theory, problems of optimal size, and Bayesian regression analysis. One-time and sequential problems are considered. Problems and cases are both used. The orientation of the course is directed to normative decision-making techniques in organizational settings. **Prerequisite:** course NCC 501.

NCE 567

Optimization Techniques. Second semester. Credit three hours. N. R. Lyons.

This course is intended as a continuation of the linear programming material presented in NCC 503 The Computer and Decision Making. The emphasis is on more generalized types of mathematical programming and the use of "canned" computer routines to solve real-world managerial problems. One of the primary goals of this course is the development of the student's model building skills through the exploration and use of a wide variety of management science models. Topics to be covered include advanced linear programming, goal programming, separable programming, integer programming, stochastic programming, classical optimization, and dynamic programming. **Prerequisites:** NCC 503 and NCC 501 or equivalent.

Information Processing

NCE 570

Introduction to Management Information Systems. First semester. Credit three hours. N. R. Lyons.

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

Prerequisite: course NCC 503 or consent of the instructor.

NCE 571

Introduction to Computer Systems Analysis.

Second semester. Credit three hours. D. M. Ahlers.

The first part of this course provides a technical and economic survey of general purpose computer systems. The purpose is to provide the student with an understanding of the structure of such systems and with the background necessary to make intelligent decisions about computer systems. The second part of the course covers simulation as a tool for analyzing computer systems and other complex systems. A term project involving the simulation of a computer system will be required. **Prerequisite:** course NCC 503.

NCE 572

Management Planning and Control Systems.

Second semester. Credit three hours. D. M. Ahlers.

This course is intended for M.B.A. students who do not envision themselves as either computer or behavioral scientists but who expect at some point in their careers to manage such professionals and to be responsible for the effectiveness of management planning and control systems implemented by them. The underlying theme of the course is based on the pragmatic systems approach to understanding management processes introduced by Cyert and March in their text, "A Behavioral Theory of the Firm." This descriptive framework provides the starting point for the incorporation of quantitative, behavioral, and computer tools learned in other courses into working management systems. The goals of this course are, therefore, both integrative and applied. **Prerequisite:** completion of core courses or consent of the instructor.

General

NCE 580

Seminar in University Administration. Second semester. Credit two hours. W. D. Cooke.

This course is intended for those who have an interest in the broad aspects of university administration. Topics include financial policies, budgetary processes, endowment strategies, admissions and financial aid, salary levels, and governance procedures. The professor has served as vice president for research at Cornell and as acting provost.

Research

NMI 500

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

Research is carried on under the supervision of staff. Registration is limited to students who have the approval of their advisers and of the faculty members involved. The student may carry on research in fields of special interest in either business or public administration.

NRE 500

Strategies for Organizational Research. Second semester. Credit three hours. K. E. Weick.

Students are exposed to a variety of research strategies that are especially appropriate for rendering the field of organizational theory more empirical. Strategies examined include organizational replicas, realistic simulation, unobtrusive measures, tempered naturalness in field settings, and field experiments. Sample studies using each strategy are critiqued and redesigned using one or more strategies not adopted by the original author. Examination of specific strategies is preceded by study of the research problems of realism, generalization, efficiency, and ethics. The course is designed to develop an understanding of research issues for those who will be consumers of research as well as for those who will be producers.

NRE 501

Research Seminar for Doctoral Candidates. First semester. Credit three hours.

This seminar provides students with an opportunity to study recent research in administration and to develop research papers under faculty guidance. The area of study varies from year to year to reflect student interests and to allow wide faculty participation. Students present research proposals to the seminar for discussion and report research results as their studies progress throughout the term. The research work provides an opportunity to explore possible dissertation topics. **Prerequisite:** consent of the instructor. (**Note:** Students interested in health research should consider course NHA 506 Seminar in Health Services Research listed under "Hospital and Health Services Administration.")

NRE 502

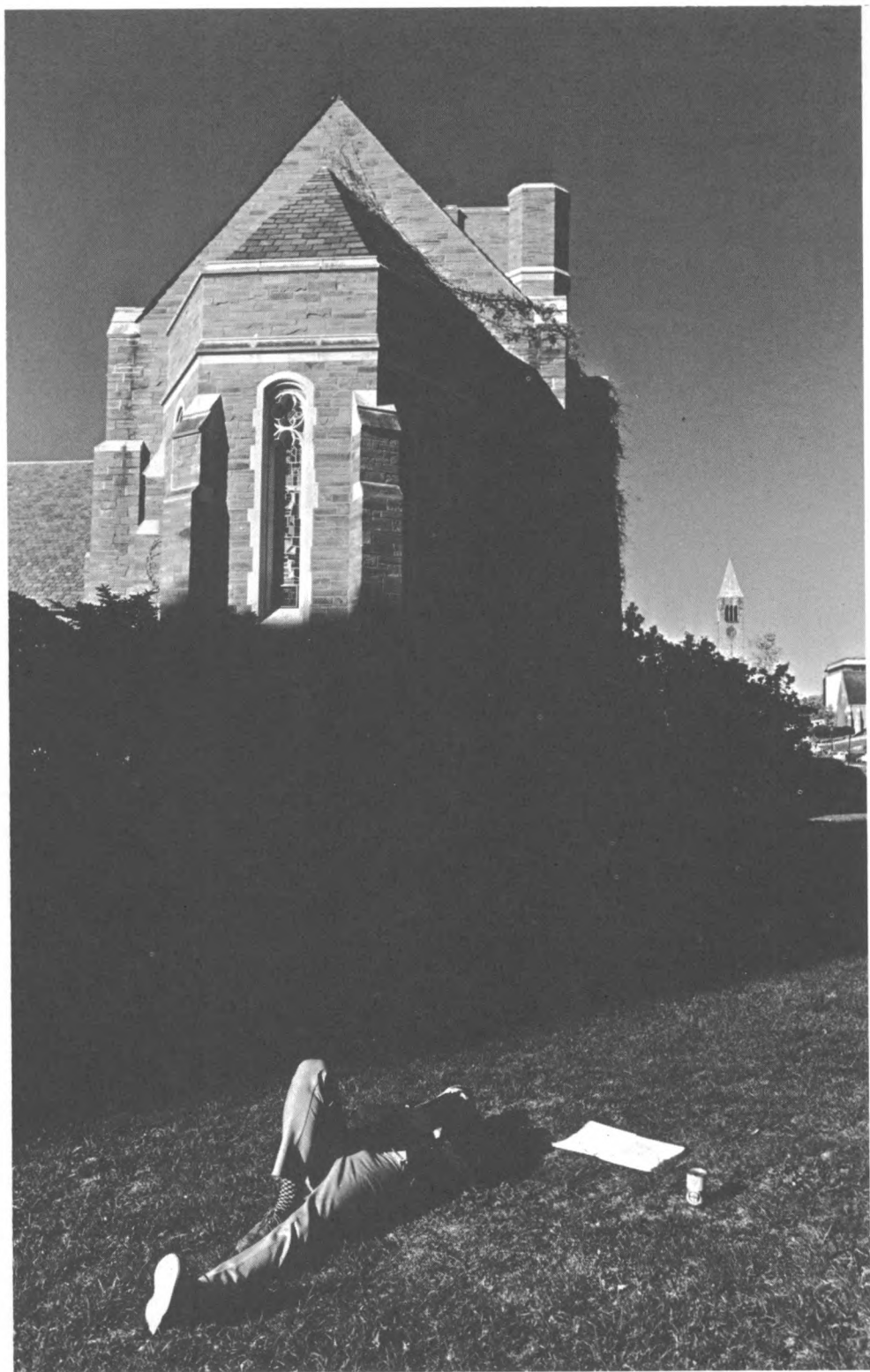
Social Psychology of Organizing. First semester. Credit three hours. K. E. Weick.

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

NRE 503

Doctoral Seminar in Business Administration. First and second semesters. Credit three hours. Business program staff.

This course provides an opportunity for faculty and Ph.D. students to present research in progress and review recent literature in various fields. Specific topics vary from semester to semester.



VI. Doctoral and Research Programs

DOCTORAL PROGRAMS

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 of a number of fields of study offered by the Graduate School. A prospective student should therefore obtain two publications from the Graduate School: the **Announcement of the Graduate School** and **Graduate School: Course Descriptions**. 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 taking a number of assigned courses but rather developing the deep understanding of the field essential to the advancement of knowledge.

Candidates for the Ph.D. degree in Business and Public Administration select a major subject in this field and two minor subjects, and faculty members representing those subjects for their Special Committee, to direct their studies.

ADMISSIONS AND FINANCIAL ASSISTANCE

Applications for admission to the doctoral program should be made on the forms of the Graduate School of Cornell and should be sent to the Graduate School, Sage Hall. They should clearly indicate in the appropriate place a major interest in the Field of Business and Public Administration. All applicants, whether from the United States or abroad, are required to take either the Graduate Record Examination (Aptitude Test) or the Admission Test for Graduate Study in Business. In addition, those students whose native language is not English must take the Test of English as a Foreign Language (TOEFL). These tests are given several times a year in the United States and abroad. For information about the examinations, candidates should write to the Educational Testing Service, Princeton, New Jersey 08540.

Eligibility for admission is determined on the basis of an applicant's academic record, the suitability of prior work for the intended program, career objectives, test scores, and the opinions expressed in letters of recommendation. In general, students without prior work in the disciplines and in the institutional environment should take a professional

degree first, or otherwise make up their deficiencies. Students having strong undergraduate preparation in one or more of the social sciences can proceed directly to graduate work in this field but should plan to remedy any deficiencies with respect to the various aspects of administration. Candidates with undergraduate work in business or public administration may be prepared to enter the doctoral program, but they will often be required to develop a more adequate foundation in the social sciences. Thus, although preparation for graduate study in important subjects is necessary, having a master's degree, though common, is not essential.

The School has funds available for the support of Ph.D. candidates through fellowships and assistantships, primarily the latter. These are awarded on a competitive basis to both new and continuing candidates, with renewals based on the student's academic performance. Support will continue for three or four years if the candidate continues to make satisfactory progress as evaluated by his or her Special Committee. (Students with master's degrees are supported for three years; students with undergraduate degrees for four years.) In addition to the fellowships and assistantships offered by the School, a few University fellowships and scholarships are available and are awarded in a general competition which closes in February. Further information on admissions and financial aid may be secured by writing to the Office of the Director of the Doctoral Program, Graduate School of Business and Public Administration, Cornell University, Malott Hall, Ithaca, New York 14853.

REQUIREMENTS

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

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

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

A Ph.D. candidate may be required to demonstrate proficiency in one or more foreign languages. The language or languages, if any, and the degree of proficiency are determined by the student and his or her Special Committee. These decisions are based on the potential usefulness of the language to the student in research and future scholarly activities.

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

Sun dapples
the woods
near the
center of
campus.



matriculation, but it is not automatically granted. Ordinarily two terms of residence credit toward the doctorate are granted for the completion of a four-term professional master's program.

MAJOR AND MINOR SUBJECTS

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

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

The first minor must be relatively extensive and must demand a level of competence equivalent to that expected of majors. The second minor may be selected from the subjects below or from another field. If the first minor is taken in this School, a student may be encouraged to take the second minor outside the School, provided that this second minor is relevant to the program. An outside minor is normally taken either in an underlying discipline or in an area of applied knowledge related to the program of this field.

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

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

Group I

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

Organizational Theory and Behavior. Social and behavioral science in the study of human behavior in organizational settings. The major concern is with regularities, differences, and relationships in human behavior directed toward 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.

Quantitative Analysis for Administration. Modern developments in the uses of mathematical and statistical tools and computer technology for the solution of managerial problems, including decision making under uncertainty. May not be taken together with Production and Operations Management as major and first minor.

Group II

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

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

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

Business and Public Policy. The three-way relationship among individuals, business firms, and government, with emphasis either on the United States or a foreign area. A substantial knowledge of the political and economic background of public policies is essential. Emphasis is placed on the impact of public policies and regulation on business and the impact of business policies on government. The problems of developing socially desirable policies in both the public and private sectors are also stressed.

International Development. The problems of developing effective public and business institutions in developing parts of the world, with special emphasis on problems of administration, public and private, both indigenous and American, in such areas. A good background in one

or more of the basic disciplines of economics, government, sociology, or anthropology is highly desirable.

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

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

Medical Care Organization and Administration. Complex problems of public policy and administration associated with the organization, financing, and delivery of personal health services. Health systems are studied using a systems framework. Public and private health care arrangements are examined at micro and macro levels.

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

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

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

ARCH PROGRAMS

Through its research activities the School seeks a combination of related objectives: the advancement of basic knowledge, the utilization of that knowledge in teaching programs, and the further encouragement of both faculty and graduate students in the use of research for decision making and other administrative purposes.

The School has stressed empirical studies of business firms, governmental agencies, hospitals, and similar enterprises. Here management is observed in interaction with its environment, and research is focused on the ways in which objectives are determined, resources acquired and controlled, and activities coordinated. This approach not only breaks new ground in organizational analysis but also provides a basis for theory. Studies of this type have included a large-scale analysis of the social origins, training, and career patterns of federal governmental executives, a survey of community power structure, an analysis of state capital-budgeting policies and procedures in the United States, a survey of banking policies with regard to the handling of cash and marketable securities, studies of hospital organization and operation, an examination of the policy formulation of various business enterprises, a broad inquiry into organizational and economic trends in the field of agricultural industries, and an analysis of the top-level decision-making process in the National Aeronautics and Space Administration. Other ongoing research efforts concern the development of capital budgeting in both business and government, the study of executive personality, the comparative

analysis of the effects of centralization and decentralization in two large organizations, the development of concepts of managerial accounting, an investigation of the economics of the steel industry in Western Europe, work on the modernization and political development of the less developed parts of the world, an empirical study of employee job attitudes and motivation, and work on the integration and use of findings in the behavioral sciences in organizational activity.

The School maintains close association with Cornell offices and departments concerned with social and organizational research, particularly the Office of Computer Services, the facilities of which are available to students in the School. The doctoral program provides a number of stipends as well as training and dissertation opportunities for advanced graduate students.

PUBLICATIONS

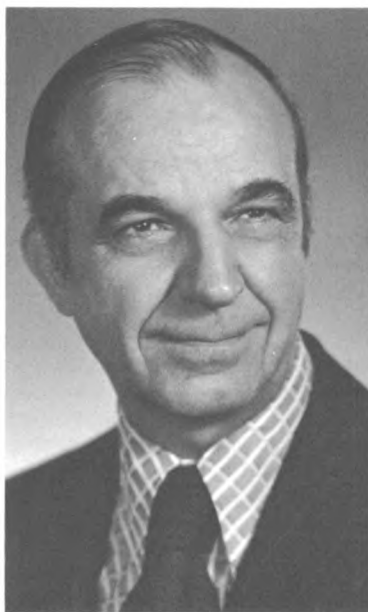
Since 1956 the School has published the **Administrative Science Quarterly**, a scholarly journal concerned with advancing the basic understanding of administration through empirical investigation and theoretical analysis. The **Quarterly** contains articles, book reviews, news items, letters, and occasional research notes relating to administration in business, government, hospitals, the military, and education. Special issues of the **Quarterly** are published occasionally. Inquiries relating to the **Administrative Science Quarterly** should be sent either to the editor, managing editor, or business manager, **Administrative Science Quarterly**, Cornell University, 314 Malott, Ithaca, New York 14853.

In the winter of 1974, the School printed its first issue of the **Executive**. An alumni magazine, the **Executive** is published in the winter, spring, and autumn. Along with B&PA news items, faculty profiles, and alumni news, the magazine serves as a forum for articles which explore the managerial problems of our time.

Left:
Thomas M.
Lodahl,
editor of
Administrative Science Quarterly



Right:
Earl Brooks,
director of
the Executive
Development
Program



VII. Special Programs

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

CORNELL EXECUTIVE DEVELOPMENT PROGRAM

The Executive Development Program offers an intensive five-week seminar designed to contribute to the continuing education of executives for management. Participants are brought together with professors and business and government leaders to explore the task of management in the face of accelerating technological change and mounting social, economic, and political demands. The program was established by the School in 1953. Since that time more than 1,300 executives have participated in the annual sessions which are from mid-June through July.

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

Tiny human figures on Libe Slope accentuate the size of the long rolling incline.



The twenty-fourth annual Executive Development Program will begin in mid-June 1976. Applications should be submitted by March 1, 1976.

HEALTH EXECUTIVES DEVELOPMENT PROGRAM

The Health Executives Development Program offers to a selected group of experienced administrators and planners a two-week course of lectures, readings, and discussions dealing with a broad spectrum of trends and issues affecting their responsibilities. Health leaders from all parts of the United States, Canada, and overseas are brought together in stimulating contact with resident and visiting faculty members chosen for their ability to contribute to a better understanding of medical care policy, health planning, administrative and technological developments, and trends in international health care.

The nineteenth annual Health Executives Development Program will be offered in June 1976.

AGRIBUSINESS EXECUTIVES PROGRAM

The Agribusiness Executives Program is an intensive two-week educational program presented specifically for management personnel serving the agricultural sector of the economy. It is designed to help managers in their efforts to keep abreast of rapidly changing agricultural industries. The Program focuses on long-range planning as an aid to sound decision making.

The thirteenth annual Agribusiness Executives Program will be offered in June 1976.

EMPIRE STATE ASSOCIATES PROGRAM

The Empire State Associates Program is a flexible seminar series consisting of nine one-day seminars held on a monthly basis during the academic year. Participants are managers from many types of businesses in the greater Ithaca area. The program content is changed each

year according to the management education needs of participants and the results of managerial research by the School's faculty.

The fourth annual Empire State Associates Program will be offered beginning in September 1975.

EDUCATION FOR PUBLIC MANAGEMENT PROGRAM

Cornell University conducts a nine-month, nondegree, educational program for a limited number of mid-career executives from federal, state, and local governmental agencies. Known as "Education for Public Management," this undertaking is sponsored by the United States Civil Service Commission and is coordinated by the School. Similar programs are in operation at eight other universities.

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

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

FOOD INDUSTRY MANAGEMENT PROGRAM

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

Special students and four-year undergraduate students register in the College of Agriculture and Life Sciences. Candidates for the graduate degrees register in the Graduate School and take their major in agricultural economics. The National Association of Food Chains has made available a number of fellowships of \$1,500 each for employees in the food industry. Further information may be obtained by writing to Professor Wendell Earle, Food Industry Management Program, Cornell University, Warren Hall, Ithaca, New York 14853.

INTERNATIONAL PROGRAMS

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

From 1962 through 1969, the School participated in the development

of a program in business administration at the Middle East Technical University (METU) in Ankara, Turkey. During the past eight years the School has cooperated in the establishment of a program in management at the University of the West Indies.

A student exchange program with the University of Louvain, Belgium, was inaugurated in 1969. Each year six Cornell students can study for either a Licence or Maitrice at the Institut d'Administration et de Gestion of the Universite Catholique de Louvain, and two students can study for an M.B.A. at the Departement Toegepaste Economie of the Katholieke Universiteit te Leuven. Similarly, up to eight Belgian graduate students come to this School for master's degree work. Participating Belgian degree candidates at Cornell are called Deneffe Scholars, in memory of the late Professor Paul Deneffe of Louvain, who taught at Cornell in 1968. Louvain pays tuition, fees, and a stipend for three of the eight possible Cornell students studying there, and Cornell pays tuition and fees for three Belgian students.

This exchange program is open to all Business and Public Administration students, and students participating are usually pursuing interests in either international commerce or international development. This one-year program can either be pursued at the completion of a master's degree or more typically, after the completion of the first year of studies in Ithaca. In the latter case, students return to the Graduate School of Business and Public Administration for one additional term of study after completion of the year abroad. Before beginning work at Louvain, Cornell students spend three months working for a Belgian firm, or taking intensive French language instruction. Candidate selection for this program is based on motivation for studying and living abroad, academic average, and language ability.

Beginning with the academic year 1974-75 the School initiated an exchange program with l'Ecole Supérieure des Sciences Economiques et Commerciales (ESSEC), located in the suburbs of Paris, France. For the Cornell student, the program consists of the second year spent at ESSEC, and then one final term at Cornell. There is also the opportunity for doctoral student participation in this exchange program.

PROGRAM ON SCIENCE, TECHNOLOGY, AND SOCIETY

The Program on Science, Technology, and Society was established at Cornell University in 1969 to promote interdisciplinary teaching and research on the interaction of science and technology with society. The Program draws its students, faculty, and research workers from all disciplines of the University, including the physical, biological, and social sciences; the humanities; engineering; business and public administration; and law.

The topics of concern to the Program are illustrated by the following examples: technology assessment; science, technology, and national defense; public policies for the support and development of science and technology; the ecological impacts of developing technology; impact of technology on values and processes of socialization; legal and moral implications of modern biology and medicine; and the sociology of science and technology.

Courses, seminars, workshops, special studies, and research programs are to be used in implementing program goals. Faculty and students from all the schools and colleges at Cornell are invited to participate. Information about the Program, including a listing of its courses, is available at the S.T.S. Program Office, Cornell University, 614 Clark Hall, Ithaca, New York 14853, or by telephoning 607/256-3810.

VIII. Faculty, Staff, and Advisory Council

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

UNIVERSITY ADMINISTRATION

Dale R. Corson

President of the University

David C. Knapp

University Provost

Mark Barlow, Jr.

Vice Provost

W. Donald Cooke

Vice President for Research

William D. Gurowitz

Vice President for Campus Affairs

Robert T. Horn

Vice President and Chief Investment Officer

Samuel A. Lawrence

Vice President for Administration

E. Hugh Luckey

Vice President for Medical Affairs

Robert M. Matyas

Vice President for Planning and Facilities

Paul L. McKeegan

Vice Provost

Arthur H. Peterson

University Treasurer and Chief Fiscal Officer

Richard M. Ramin

Vice President for Public Affairs

Byron W. Saunders

Dean of the University Faculty

Neal R. Stamp

University Counsel and Secretary of the Corporation

Professors
gather in a
faculty
office to
discuss the
Sloan
Program.



ADMINISTRATION OF THE SCHOOL

H. Justin Davidson, M.S., C.P.A.

Dean of the School

David A. Thomas, M.B.A., Ph.D., C.P.A.

Associate Dean of the School

Sherri N. Coe, M.A.

Registrar and Assistant Director of Admissions and Student Affairs

Christopher E. Gunn, M.B.A.

Director of Placement

Edward T. Lewis, Ph.D.

Assistant Dean for External Affairs

Nancy D. Regan, M.B.A.

Assistant to the Dean and Assistant Placement Director

George A. Ridenour, M.S.

Director of Admissions and Student Affairs

COORDINATORS, DIRECTORS, AND EDITOR

Douglas E. Ashford, M.A., Ph.D.

Acting Director of the Public Policy and Administration Program

Roger M. Battistella, Ph.D.

Director of the Hospital and Health Services Administration Program

Frederick T. Bent, Ph.D.

Coordinator of the International Program

Harold Bierman, Jr., M.B.A., Ph.D.

Director of the Business Administration Program

Earl Brooks, M.S.

Director of the Executive Development Program

Douglas R. Brown, D.P.A.

Director of the Health Executives Development Program

Thomas R. Dyckman, M.B.A., Ph.D.

Director of the Doctoral Program

Edward S. Flash, Jr., M.P.A., Ph.D.
Coordinator of the Education for Public Management Program
Thomas M. Lodahl, Ph.D.
Editor of the *Administrative Science Quarterly*

ADMINISTRATIVE STAFF

Nancy A. Culligan
Secretary and Administrative Assistant
F. Joyce Hollingsworth
Secretary and Administrative Assistant
Margaret S. Snedden
Administrative Aide

LIBRARIANS

Betsy Ann Olive, B.L.S.
Librarian, B&PA, and Coordinator of Public Services, Cornell
University Libraries
Ann Arrowsmith, M.L.S.
Assistant Librarian
Martha Cordova, M.L.S.
Assistant Librarian

FACULTY

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

Professor Ahlers' experience has been in restructuring the financial management of corporations to take advantage of new management concepts. He is concerned about solving the problems encountered when many different disciplines ranging from finance and computer science to organization theory must be integrated in order to have a practical impact on corporate financial management. Professor Ahlers came to Cornell from Bankers Trust Company, where as a vice president, he was director of the bank's Management Science Division and a member of the Chairman's Corporate Planning Task Force. He is the author of the *Investment Analysis Language* sponsored by the American Bankers Association. Mr. Ahlers is a faculty member of the ABA's Business of Banking School, University Computing's Banking Institute, and is a frequent speaker at national and international conferences. His teaching, research and consulting interests include portfolio management, financial planning and forecasting, and corporate strategy.

Douglas E. Ashford, M.A. (Oxford), Ph.D. (Princeton)
Professor of Public and International Affairs

Professor Ashford's research and teaching have focused on problems of participation and policy formation in less developed and industrial societies. His early work involved studies of the nationalist movements in North Africa and South Asia, the effects of ideology and values on institutional formation and development, and the relation of socio-economic change to the concentration of authority in new nations. For the past several years Professor Ashford has been working more heavily on problems of local autonomy and policymaking in advanced industrial societies, particularly Great Britain and France. He has served as a consultant to the Peace Corps, the Agency for International Develop-

ment, the Agricultural Development Council, and also holds a position in the Department of Government at Cornell.

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

Assistant Professor of Economics

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

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

Professor of Medical Care Organization

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

Frederick T. Bent, Ph.D. (Chicago)

Associate Professor of Public Administration

International and comparative administration are Professor Bent's chief interests. He is coordinator of the School's International Program. He has taught at the American University of Beirut and at Middle East Technical University in Ankara, Turkey. He has also served as acting editor of the *Administrative Science Quarterly* and as associate director of Cornell's Center for International Studies.

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

Nicholas H. Noyes Professor of Business Administration

Professor Bierman's interests are in the areas of measuring and communicating financial information and business decision making with the aid of quantitative techniques. He has had experience in public accounting and industry 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 in the fields of organizational behavior and personnel management. He serves as director of the School's Executive Development Program and as a management consultant in this country and overseas. He has published several articles on delegation, negotiations, labor relations, communications, management by objectives, and management development.

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

Associate Professor of Hospital and Medical Care Administration

Professor Brown joined the Cornell faculty after serving in an administrative capacity in several hospitals. His research commitment is in the area of hospital administration and health planning. He serves as director of the School's Health Executives Development Program and the Interdepartmental Program in Comprehensive Health Planning.

Robert W. Broyles, M.A. (Nebraska), Ph.D. (Michigan)

Assistant Professor of Medical Care Organization

Mr. Broyles' interests include health care finance, medical economics, and the application of economics to medical care problems. In a recent study he examined the determinants of hospital utilization and investigated substitutability among hospital resources.

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

Professor of Agricultural and Business Law

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

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

Assistant Professor of Marketing

Professor Craig's research and teaching interests lie primarily in the areas of consumer behavior and marketing communications. His research has dealt with problems of interorganizational relationships, diffusion of innovation, marketing of information systems, and communication effectiveness. Currently, he is doing research concerning the prediction of consumers' behavior and in modeling the diffusion process.

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

Visiting Professor of Administrative Medicine

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

H. Justin Davidson, M.S. (Carnegie-Mellon), C.P.A.

Professor of Administration

Professor Davidson is interested in the application of quantitative techniques to management problems, information systems for public and private organizations, and long-range planning. Before coming to Cornell, he was a consulting partner in the firm of Touche Ross & Company and was that organization's director of planning. Mr. Davidson has written widely in the fields of management and accounting. He has participated actively in the affairs of the American Institute of Certified Public Accountants, including service as chairman of the Institute's Planning Committee. He serves as a director of the Lukens Steel Company, and Magnetix International.

Arch T. Dotson, Ph.D. (Harvard)

Professor of Government

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

Roland E. Dukes, Ph.D. (Stanford)

Assistant Professor of Accounting

Professor Dukes' teaching interests are in the areas of financial reporting, theory and operation of capital markets, and accounting for planning and control. His dissertation was an investigation of the relationship between security price behavior and the expensing of research and

development costs. His current research interests include investigating the efficiency of capital markets with regard to the processing of various accounting data, and examining the problems of using accounting data in the empirical testing of econometric models.

Thomas R. Dyckman, M.B.A., Ph.D. (Michigan)

Professor of Accounting and Quantitative Analysis

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

Milton J. Esman, Ph.D. (Princeton)

John S. Knight Professor of International Studies

Professor Esman is interested in development administration, institution building, the relationships of science and technology to national development and to international affairs, and the management of ethnic and racial tensions in plural societies. Professor Esman is also a professor in the Department of Government and serves as director of Cornell's Center for International Studies.

Edward S. Flash, Jr., M.P.A., Ph.D. (Cornell)

Associate Professor of Public Administration

Professor Flash's teaching and research focus on the development and implementation of public policy at national, state, and local levels; urban government; and relationships between politics, administration, and analysis. He also conducts a year-long public policy seminar for mid-career federal officials. He has written on the knowledge-power relationship between the president and the Council of Economic Advisers. 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 agencies.

Jerome E. Hass, M.B.A., Ph.D. (Carnegie-Mellon)

Associate Professor of Managerial Economics and Finance

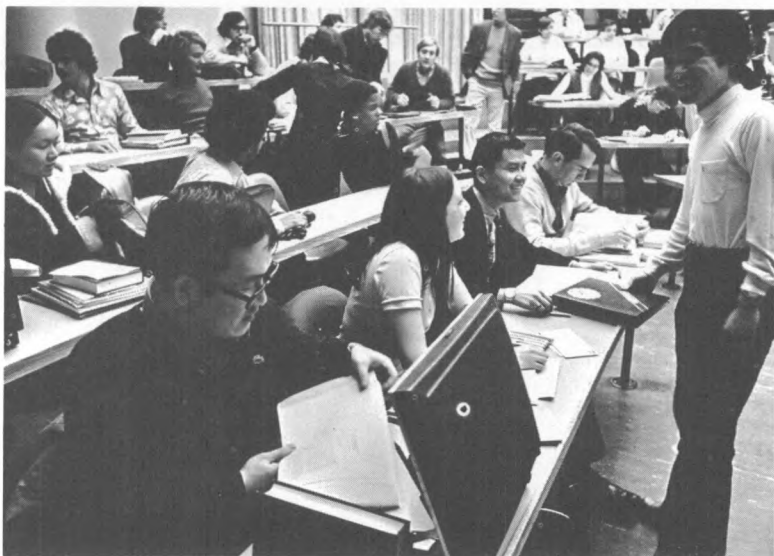
Energy economics, finance, and macroeconomic theory and use are Mr. Hass' fields of interest. His publications have dealt with such topics as transfer pricing, capital budgeting, financing the energy industry, natural resource allocation, and the theory of merger and acquisition decision. He has been a consultant to a number of corporations including the New York State Public Service Commission, the Environmental Protection Agency, and the Brookings Institute.

Frank A. Johnson, M.D. (Illinois)

Visiting Professor of Administrative Medicine

Dr. Johnson is a professor in the Department of Psychiatry at the State University of New York Upstate Medical Center at Syracuse. He has served as a lecturer and field psychiatrist for the Peace Corps and has been a consultant in hospital programming with the New York State Department of Mental Hygiene in Albany. He has written in the areas of psychiatric education and transcultural psychiatry. His current research interests include the theoretical and instrumental relationships that exist between psychiatry and the social sciences.

Bache Auditorium provides seating for large lecture classes in the School.



Eugene A. Kaplan, M.D. (State University of New York Upstate Medical Center at Syracuse)
Visiting Professor of Administrative Medicine

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

Sander Kelman, Ph.D. (Michigan)
Assistant Professor of Medical Economics

Professor Kelman is interested in political economy, the economics and political economy of medical care, and econometrics. His research includes work on an econometric model of the United States economy, an econometric model of the medical care sector of the economy, a statistical study of the hard-core unemployed, and an international model predicting the onset of war.

David C. Knapp, Ph.D. (Chicago)
Professor of Administration

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

Arthur J. Kover, Ph.D. (Yale)
Assistant Professor of Organizational Behavior

Mr. Kover worked eight years in the advertising business, his last position being vice president and manager of the research department of a large advertising agency. His academic interests are the structures of complex organizations and the roles of organizational ideologies in shaping

behavior. His interests are to find ways of increasing personal expression and freedom within large business organizations. He has published articles in both sociological and advertising journals about these subjects.

Cosmo J. LaCosta, M.P.A. (New York University)

Visiting Professor of Hospital Administration

Mr. LaCosta is an assistant director of the New York Hospital. He is active in local, state, and national professional associations in hospital administration, and is a member of the Board of Directors of Fordham University. Mr. LaCosta serves as a major point of contact in the coordination of special programs conducted in New York City, that are designed to provide Sloan students with a practical exposure to hospital administration and an understanding of the problems of health services delivery in major urban areas.

Robert C. Lind, Ph.D. (Stanford)

Professor of Economics and Public Administration

Professor Lind's major interests are the analysis of public investment decisions, the theory of decision making under uncertainty, the planning process for governmental decisions and incentive systems. His publications range from theoretical papers dealing with the social rate of discount, uncertainty in public sector decision making, and the theory of rents, to policy oriented papers on natural resources, criminal justice, and drug regulation. His current research is on energy policy. He has consulted widely in connection with both public and private sector investment decisions.

Thomas M. Lodahl, Ph.D. (California at Berkeley)

Professor of Administration

Professor Lodahl serves as editor of the *Administrative Science Quarterly*, an academic journal devoted to organizational analysis. A social psychologist by training, his interests now center on the structure and functioning of organizations. He teaches organizational theory, organizational development, and T-group theory and method. His research projects include a study of the founding of new universities in England, the functioning of interdisciplinary research groups, and the organizational dynamics of large private electric utilities.

Norman R. Lyons, Ph.D. (Carnegie-Mellon)

Assistant Professor of Computer Science and Information Systems

Mr. Lyons' teaching interests are in the areas of information systems and operations research. Before coming to Cornell he worked for the Control Data Corporation and the Irving Trust Company. His thesis research concerned the development of operations management models for criminal court problems. His later research has focused on management gaming and on the development of mathematical models for computer system design.

Alan K. McAdams, M.B.A., Ph.D. (Stanford)

Associate Professor of Managerial Economics

Professor McAdams' interests and publications are in the fields of managerial economics and business-government relations. He has made a study of the impact of new technology on the steel industry of Western Europe. He has served as a consultant to industry and to the Ford Foundation and as a staff economist for the president's Council of Economic Advisers.

John M. McCann, M.B.A., Ph.D. (Purdue)

Assistant Professor of Marketing

Professor McCann's teaching and research interests involve understanding of markets and consumer behavior through the use of quantita-

tive methods. His research has dealt with topics of market segmentation, consumer attitude structure, and sales response of consumer products to changes in the level of advertising expenditures.

John O. McClain, Ph.D. (Yale)

Assistant Professor of Quantitative Analysis

Professor McClain's interests involve the application of quantitative methods to managerial problems. His current teaching and research efforts are focused on applications of operations research techniques to design and operation of health care delivery systems, and to operational problems in production and inventory control.

Vithala R. Rao, Ph.D. (Pennsylvania)

Associate Professor of Marketing and Quantitative Methods

Professor Rao's research interests include application of multi-dimensional scaling to various substantive problems of marketing, development of prescriptive models of marketing behavior, and long-range planning. His teaching interests encompass marketing, quantitative methods, and research design. He has done research in the areas of salience of price in the perception and evaluation of product quality, and multiattribute decision making, and he has written several papers in the fields of statistics and measurement in marketing.

John M. Rathmell, M.B.A., Ph.D. (Pennsylvania)

Professor of Marketing

The decision-making process of the firm as it relates to both the operation of the marketing group and the administration of the marketing program represents Professor Rathmell's central teaching interest. In addition, he has introduced courses in the marketing of services and the adaptation of marketing to changing conditions in its environment.

Donald C. Samson, M.D. (Syracuse)

Visiting Professor of Administrative Medicine

Dr. Samson, who teaches part time in the Sloan Program of Hospital and Health Services Administration, is professor of medicine, director of house staff affairs, and director of emergency services at the State University of New York Upstate Medical Center at Syracuse. He has published work on cerebral metabolism in pernicious anemia, migrant health care, and drug abuse. He has developed a programmed examination technique utilizing a punchboard device that has the advantages of serving not only as an evaluation tool but also as an immediate feedback learning instrument.

Richard Schramm, Ph.D. (Carnegie-Mellon)

Assistant Professor of Economics and Finance

Professor Schramm's research and teaching interests are in the areas of finance and industrial organization. He has studied investment in the United States and France, United States antitrust policy, and in current research is applying capital theory to the study of corporate behavior. His teaching interests include government and corporate finance and the public policy implications of a capital managed economy.

Seymour Smidt, Ph.D. (Chicago)

Professor of Managerial Economics

Professor Smidt's main interests are in the areas of managerial economics and finance. He has written books on capital budgeting and statistical decision theory. He has also conducted research on the stock market, commodity futures markets, and in the field of agricultural economics. He has served as director of the School's research program

on agricultural industries, as chief of party to the School's project at the Middle East Technical University in Ankara, and most recently as associate director of the Securities and Exchange Commission's Institutional Investor Study. He is a coordinator of the School's Executive Development Program.

Robert H. Smiley, M.S., Ph.D. (Stanford)

Assistant Professor of Economics

Professor Smiley's research and teaching interests are in the fields of microeconomics, industrial organization, and public policy analysis. His current research projects include the economics of health insurance, subsidies involved in the use of retail credit, the organization of the advertising industry, and economic issues in the regulation of television and radio broadcasting.

David B. Smith, Ph.D. (Michigan)

Assistant Professor of Medical Care Organization

Professor Smith's interests include medical sociology and the application of social psychology to health care problems. He is also interested in the methodology of social research. His more recent interests have included research and demonstration projects related to the health problems of the elderly; the analysis of inequality in the provision of health care in the United States; an evaluation of the research programs of community health planning agencies; and a book, *The White Labyrinth: Understanding the Organization of Health Care*, scheduled for publication in 1975.

Bernell K. Stone, Ph.D. (M.I.T.)

Associate Professor of Finance

Professor Stone is interested in investment management, security analysis, portfolio theory, capital market theory, financial planning, capital structure, banking relations, cash management, working capital management, and energy planning. He is the author of a book on capital market theory and an introductory finance text and is coauthor of a monograph on financing the energy industry. Before coming to Cornell, he served as president and director of Codon Computer Utilities, Inc., and as chief financial officer and director of Codon Corporation.

Robert J. Swieringa, Ph.D. (Illinois)

Associate Professor of Accounting

Professor Swieringa's teaching interests are in the areas of corporate financial reporting, auditing, and the use of cost accounting information for decision making. His research interests are in the area of behavioral accounting. His publications have dealt with such topics as financial statement analysis, behavioral approaches to internal control evaluation, and the behavioral effects of participative budgeting.

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 is on the board of directors of the Cornell Student Agencies, Inc. He serves as the administrator of The Charles E. Merrill Trust.

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

Associate Professor of Production and Quantitative Analysis

Professor Thomas specializes in the field of operations research. His

teaching interests are in the areas of production management and quantitative analysis. His publications have dealt with inventory control, the relationship of production planning with pricing and advertising, and the effect of ruin considerations on capital structure. He has been involved in management education programs for several companies. His current research interests involve mathematical models for business decisions.

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

Visiting Professor of Hospital Administration

Dr. David Thompson is the Director of the New York Hospital, which together with Cornell University Medical College, is a component of the Cornell Medical Center. Dr. Thompson is President of the Medical Board of the New York Hospital; a member of the Administrative Board, Council of Teaching Hospitals; treasurer, Greater New York Hospital Association; and a member of six major American medical societies. Since 1964 he has been professor of medicine at the Cornell University Medical College. He served as chief of the Department of Medicine from 1965 to 1966. In addition to the administration of teaching hospitals and medical education, Dr. Thompson's interests include health services policy and planning.

Anthony Walters, Ph.D. (Texas)

Associate Professor of Public Systems and Quantitative Analysis

Professor Walters is interested in applications of mathematical modeling and quantitative techniques to private and public sector problems. He has done extensive work with large-scale mathematical programming codes and computational methods of linear programming.

Karl E. Weick, M.A., Ph.D. (Ohio State)

Professor of Psychology and Organizational Behavior

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

ASSOCIATED FACULTY

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

EMERITUS PROFESSORS

Melvin G. De Chazeau, Ph.D.

Professor of Business Economics and Policy, Emeritus

Frank F. Gilmore, S.M.

Professor of Business Administration, Emeritus

Albert M. Hillhouse, J.D., Ph.D.

Professor of Public Finance, Emeritus

John G. B. Hutchins, Ph.D.

Professor of Business History and Transportation, Emeritus

Arthur E. Nilsson, Ph.D.

Professor of Finance, Emeritus

ADVISORY COUNCIL OF THE SCHOOL

Nelson Schaenen, Sr., former President and Chief Executive, Smith, Barney & Co., Inc. and former Chairman of the Board, Private Export Funding Corporation (*Chairman of the Council*)

Richard Tucker, President, North American Petroleum Division, Mobil Oil Corporation (*Vice Chairman of the Council*)

Robert O. Bass, Executive Vice President, Borg-Warner Corporation

Thomas Bennett, President, First National Bank & Trust Co.

Herman F. Borneman, Senior Vice President, Jessup and Lamont, Inc.

Patricia J. Carry, Vice President, Edna McConnell Clark Foundation

David J. Culbertson, President, Xerox Education Group, Xerox Corporation

Kenneth Derr, Vice President, Standard Oil Company of California

Joseph L. Eastwick, former Chairman of the Board, James Lees and Sons

Robert G. Engel, Vice President, Morgan Guaranty Trust Company of New York

Howard H. Greene, Jr., President, The Greenhill Corporation

William Hinchman, Executive Vice President, Chase Manhattan Bank, N.A.

Charles F. Knight, Chairman, Emerson Electric Company

James McLean, Vice President, Special Assignments, Air Canada

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

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

Wilbur Parker, Deputy Secretary, Newark Board of Education

William B. Ross, President, MGIC Mortgage Corporation

Nelson Schaenen, Jr., Partner, Brokaw, Schaenen, Clancy & Co.

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

Gilbert H. Wehmann, Partner, White, Weld & Company, Inc.

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

Arthur S. Wolcott, President, Seneca Foods Corporation

Index

- Academic Calendar, 94
- Administrative staff, 81
- Admission, 9-21
 - deposit, 15
 - eligibility for, 10
 - health requirements for, 16
 - policy, 9
 - procedure before, 13
 - procedure after, 15
 - timetable, 14
- Advanced standing, 18
- Advisory Council, 90
- Alumni services, 34
- Announcements, list of, 95
- Associated faculty, 89
- Combined degree programs, 20
- Common core courses, 50
- Computer facilities, 7
- Counseling, 33
- Curriculum, 49-67
- Degree programs, 37-48
 - Business Administration, 38
 - Hospital and Health Services Administration, 45
 - Public Administration, 42
- Dining facilities, 33
- Doctoral programs, 69
- Elective courses, 52-67
 - Accounting, 52, 61
 - Business Law, 53
 - Finance, 53
 - General Management, 54
 - Hospital and Health Services Administration, 58
 - Information Processing, 66
 - International Business, Development, and Economics, 61
 - Managerial Economics and Economic Policy, 62
 - Marketing, 54
 - Organizational Behavior and Personnel, 64
 - Production and Operations Management, 56
 - Public Administration, 56
 - Quantitative Analysis, 65
 - Research, 67
- Emeritus professors, 90
- Employment, 29
- Exemption exams, 19
- Faculty, 81-89
- Financial awards, 24
- Foreign student information, 16
- Health Services, 33
- Housing, 32
- Joint law program, 48
- Librarians, 81
- Library resources, 7
- Loans, 26
- Nondegree candidates, 20
- Placement services, 34
- Program core courses, 50
- Publications, 74
- Research programs, 73
- School administration, 80
- Special programs, 75-78
 - Agribusiness Executives, 76
 - Cornell Executive Development, 75
 - Education for Public Management, 77
 - Food Industry Management, 77
 - Health Executives Development, 76
 - International, 77
 - Science, Technology, and Society, 78
- Student activities, 30
- Student lounge, 32
- Tuition and fees, 23
- University administration, 79

Index of Courses

NBA 500	Intermediate Accounting, 52	NCC 501	Quantitative Methods for Management, 50
NBA 501	Advanced Accounting, 52	NCC 502	Microeconomics for Management, 50
NBA 502	Cost Accounting, 52	NCC 503	The Computer and Decision Making, 50
NBA 503	Financial Policy, Decisions, and Accounting II, 52		
NBA 504	Introduction to Taxation Affecting Business and Personal Decision Making, 52		
NBA 505	Auditing, 52	NCE 500	Fund Accounting, 61
NBA 506	Evaluation of Financial Statement Information, 52	NCE 505	The International Monetary System, 61
NBA 507	Cost Analysis for Management, 53	NCE 506	International Business Policy, 61
NBA 510	Law of Business Associations, 53	NCE 507	American Business Operations Abroad, 61
NBA 511	Advanced Business Law, 53	NCE 508	Administration of Public Operations Abroad, 61
NBA 515	Short-Term Financial Management, 53	NCE 509	Political Development and Social Change, 61
NBA 516	Investment Management, 53	NCE 510	Seminar on Development Administration, 62
NBA 517	The Economics of Securities Markets, 53	NCE 511	Special Topics in International Finance, 62
NBA 518	Money Markets, 53	NCE 512	Science, Technology, and Development, 62
NBA 519	Seminar in Bank Management, 53	NCE 513	Science, Technology, and International Relations, 62
NBA 520	Advanced Topics in Finance and Managerial Economics, 54	NCE 520	Macroeconomics for Management, 62
NBA 521	Financial Policy Decisions and Accounting I, 54	NCE 523	Corporate Behavior and the Public Interest, 63
NBA 540	Marketing Operations, 54	NCE 524	Capital Budgeting: Economic Evaluation of Capital Investment Projects, 63
NBA 541	Marketing Research, 54	NCE 525	Managerial Economics and Public Policy, 63
NBA 542	Advertising Management, 55	NCE 526	Topics in United States Economic Policy, 63
NBA 543	Marketing Strategy, 55	NCE 527	American Industry, Economic Analysis, and Public Policy, 63
NBA 544	Marketing Practicum, 55	NCE 528	Cases and Problems in Economics and Finance, 63
NBA 545	Seminar on Change in Marketing, 55	NCE 529	Labor Relations in the Nonprofit Sector, 63
NBA 546	Seminar in Marketing Models, 55	NCE 540	Organization Theory and Behavior, 64
NBA 547	Market Segmentation, 55	NCE 541	Personnel Administration and Human Relations, 64
NBA 548	Service Marketing, 55	NCE 542	Processes and Techniques in Organizational Development, 64
NBA 549	Consumer Behavior, 55	NCE 543	Organizational Behavior and Administration, 64
NBA 550	International Marketing, 54	NCE 544	Business and Industrial Personnel, 64
NBA 551	The Structure of the Advertising Agency Industry, 56		
NBA 560	Problems and Techniques in Production Management, 56		
NBA 561	Case Studies in Production and Operations Management, 56		
NBP 500	Marketing Management, 50		
NBP 501	Operations Management, 50		
NBP 502	Corporate Financial Management, 50		
NBP 503	Business Policy, 51		
NCC 500	Managerial Accounting, 50		

NCE 545	Seminar in Organization Theory, 65	NHA 514	Seminar in Comprehensive Health Planning, 60
NCE 546	Special Topics in Organizational Theory and Behavior, 65	NHA 515	Seminar in the Political Economy of Health, 60
NCE 547	Institutions and Values in Contemporary Society, 65	NHA 516	Health and Social Services Administration and Planning, 60
NCE 548	Human Relations in Administration, 65	NHA 517	Washington Health Policy Field Seminar, 60
NCE 560	Introduction to Probability Theory, 65	NHA 518	New York Field Seminar in Hospital Management and Delivery of Urban Health Services, 61
NCE 561	Introduction to Statistical Theory, 66		
NCE 562	Operations Research I, 66	NHP 500	Introduction to Hospital and Medical Care Organization, 51
NCE 563	Operations Research II, 66	NHP 501	Introduction to Clinical Medicine: The Physician, the Hospital, and the Medical Care Delivery System, 52
NCE 564	Multidimensional Measurement and Scaling, 66		
NCE 565	Statistical Inference in Managerial Decisions and Research, 66	NMI 500	Directed Reading and Research, 67
NCE 566	Bayesian Decision Theory, 66		
NCE 567	Optimization Techniques, 66	NPA 500	Urban Government Operations, 56
NCE 570	Introduction to Management Information Systems, 66	NPA 501	Public Affairs Practicum, 57
NCE 571	Introduction to Computer Systems Analysis, 67	NPA 502	Economics and Public Policy Workshop I, 57
NCE 572	Management Planning and Control Systems, 67	NPA 503	Economics and Public Policy Workshop II, 57
NCE 580	Seminar in University Administration, 67	NPA 504	Science, Technology, and Public Policy, 57
		NPA 505	Public Financial Management, 57
NHA 500	The Social Psychology of Hospitals, 58	NPA 506	Politics of Decentralization and Local Reform, 57
NHA 501	Evaluation of Community Health Services, 58	NPA 507	Integrative Seminar: Education for Public Management Program I, 57
NHA 502	Psychiatric Institutions: Administration and Practice, 59	NPA 508	Integrative Seminar: Education for Public Management Program II, 57
NHA 503	Sociopolitical Aspects of Community Health Services and Planning, 59	NPA 509	Policymaking in Europe and Japan, 57
NHA 504	Legal Aspects of Hospital Administration, 59	NPA 510	Public Administration in Action, 58
NHA 505	Policy and Planning for Health Care, 59	NPA 512	Seminar in Public Systems Analysis, 58
NHA 506	Seminar in Health Services Research, 59		
NHA 507	Health Economics, 59	NPP 500	The Conduct of Public Affairs I, 51
NHA 508	Health and Welfare Policy: Foundations and Strategies for Analysis, 59	NPP 501	The Conduct of Public Affairs II, 51
NHA 509	The Political Economy of Medical Care Services, 59		
NHA 510	Health Operations Management and Planning, 60	NRE 500	Strategies for Organizational Research, 67
NHA 511	The Financial Management of Hospitals, 60	NRE 501	Research Seminar for Doctoral Candidates, 67
NHA 512	Seminar in Hospital and Health Services Administration, 60	NRE 502	Social Psychology of Organizing, 67
NHA 513	Field Studies in Health Administration and Research, 60	NRE 503	Doctoral Seminar in Business Administration, 67

Cornell Academic Calendar

1975-76

Registration, new students	Thursday, August 28
Registration, continuing and rejoining students	Friday, August 29
Fall term instruction begins	Monday, September 1
Thanksgiving recess:	
Instruction suspended, 1:10 p.m.	Wednesday, November 26
Instruction resumed, 7:30 a.m.	Monday, December 1
Fall term instruction ends, 1:10 p.m.	Saturday, December 6
Final examinations begin	Saturday, December 13
Final examinations end	Saturday, December 20
Registration, new and rejoining students	Thursday, January 22
Registration, continuing students	Friday, January 23
Spring term instruction begins, 7:30 a.m.	Monday, January 26
Spring recess:	
Instruction suspended, 1:10 p.m.	Saturday, March 27
Instruction resumed, 7:30 a.m.	Monday, April 5
Spring term instruction ends, 1:10 p.m.	Saturday, May 8
Final examinations begin	Monday, May 17
Final examinations end	Monday, May 24
Commencement Day	Friday, May 28

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

In enacting this calendar, the University Senate has scheduled classes on religious holidays. It is the intent of Senate legislation that students missing classes due to the observance of religious holidays be given ample opportunity to make up work.

LIST OF ANNOUNCEMENTS

Following is a list of **Announcements** published by Cornell University to provide information on programs, faculty, facilities, curricula, and courses of the various academic units.

Agriculture and Life Sciences at Cornell
New York State College of Agriculture and Life Sciences: Courses
College of Architecture, Art, and Planning
College of Arts and Sciences: Courses of Study
College of Arts and Sciences: Introduction
Department of Asian Studies
Graduate School of Business and Public Administration
College of Engineering
Engineering at Cornell
Graduate Study in Engineering and Applied Sciences
General Information*
Graduate School
Graduate School: Course Descriptions
School of Hotel Administration
New York State College of Human Ecology
New York State School of Industrial and Labor Relations
Law School
Medical College (New York City)
Graduate School of Medical Sciences (New York City)
Cornell University—New York Hospital School of Nursing
(New York City)
Officer Education (ROTC)
Summer Session
New York State Veterinary College

*The **Announcement of General Information** is designed to give prospective students pertinent information about all aspects and academic units of the University.

Requests for the publications listed above should be addressed to

Cornell University Announcements
Edmund Ezra Day Hall
Ithaca, New York 14853

(The writer should include a zip code.)

