

UNIVERSITY OF DELAWARE  
NEWARK, DELAWARE  
19711

UNIVERSITY FACULTY SENATE  
303 HULLIHEN HALL  
PHONE: 302-738-2829

January 22, 1973

MEMORANDUM

TO: All Faculty Members

FROM: R. McDonough, Vice President *R. McDonough/ape*  
University Faculty Senate

SUBJECT: Regular Senate Meeting, February 5, 1973

In accordance with Section IV, paragraph 6, of the Constitution, the February regular meeting of the University Faculty Senate will be held on Monday, February 5, 1973, at 4 PM, in Room 110, Memorial Hall.

AGENDA

- I. Adoption of the Agenda
- II. Consideration of Minutes
  1. Correction of the Minutes of the Regular Meeting of May 3, 1971, to reflect the Senate approval which was given to the Master's Degree Program in Geography, encompassing both the MA and MS degrees, as appropriate to each student in the program. (The minutes as now written refer only to the "MA Program in Geography.") S.B. 52
  2. Approval of the Minutes of the Special Meeting of November 27, 1972, and approval of the Minutes of the Regular Meeting of December 4, 1972.
- III. Announcements
- IV. New Business:

Consider a resolution from the Executive Committee relative to the creation of an Ad Hoc Senate Committee on Governance. (Resolution attached.) S. Res. 67

January 22, 1973

V. Old Business:

President Trabant has indicated his support of the University-wide discussion of various crucial issues, as called for in the Senate resolution of November 27, 1972. However, he has declined to cancel classes for that purpose, as recommended in the Senate resolution. The Executive Committee seeks instructions from the Senate in the matter of fixing a time for the discussions. (Letter from Mr. Smith to President Trabant, and reply, are attached.) S. Res. 66

VI. Open discussion, led by Provost Campbell, concerning the University's request to the State of Delaware for operating funds for 1973-74.

VII. Further New Business

- A. Recommendation from the Committee on Graduate Studies relative to changes in the curriculum for the degree Master of Business Administration. (Attachments to follow.) S.B. 93
- B. Resolution from Mr. Ceci concerning the composition and operation of the Senate Committee on Student and Faculty Honors. (Resolution attached, along with comments from the Committee on Committees and Student and Faculty Honors.) S. Res. 68
- C. Such items as may come before the Senate. (No motion introduced at this time may be acted upon until the next meeting of the Senate.)

Attachments are in the hands of your Senators. Distribution also includes one copy for each ten faculty members of each department.

RM/dpe  
Attach.

AD HOC COMMITTEE ON GOVERNANCE

Resolved: That an Ad Hoc Senate Committee on Governance be created, to consider the area of faculty involvement in University governance, and to report any recommendations to the Senate;

That the Committee on Committees be requested to prepare a slate of nominees for this ad hoc committee, for Senate approval.

dpe

1/23/73

December 20, 1972

President E. A. Trabant  
University of Delaware

Dear President Trabant:

As you know, the University Faculty Senate at a special meeting on November 27, 1972, recommended to the entire University community that a day early in the Spring semester be set aside for a campus-wide discussion of some of the problems currently confronting the University. That resolution, a copy of which is attached, urges the suspension of classes, and directs the officers of the Senate to arrange workshops, symposia, and such other deliberative activities as will best serve the purposes of our academic community.

On behalf of the Senate, I should like to ask that you designate such a day, and exercise your calendar-establishing prerogative to suspend or permit the suspension of classes for that day. I should also like to ask that you take whatever steps you think appropriate to invite the fullest possible participation of the officers of the University administration, and even of such members of the Board of Trustees as might be willing to assist in making such a day of all-University debate a profitable one. I see this proposed program as being very much in the line of continuous and continuing self-study and evaluation which you instituted on this campus shortly after your arrival; the faculty decision to organize through a collective bargaining unit has now brought about, I think, a state in which such a review and discussion of our common goals and ambitions, as well as of our differences, is needed as the next step in our self-evaluation efforts.

We cannot, of course, ask you to buy a pig in a poke--and the wording of the resolution is sufficiently vague to be just that. May I, therefore, indicate to you some of the initial thinking of the Senate officers as to what flesh might be attached to the day's bones?

First, we are determined that the day result in an educationally valuable opportunity for students, and will seek a program of activities with as broad an appeal as possible toward this end. We would hope that students in all the academic areas and disciplines will find workshops

or seminars of value to the pursuit of their own specialities or their overall education.

A second constraint on our planning is that the day's program succeed in effecting some more than usual communication across some of the (artificial) barriers separating segments of the community. We regard as necessary not only student and faculty participation, but that of administrators, professional staff, non-professional staff, Trustees—even, perhaps, the citizenry at large.

To meet this desirable breadth of participation, we have tentatively decided to form a steering committee composed of representatives of each of the University groups listed above. This committee would, we hope, do the detailed planning and structuring of the day's activities, probably acting through subcommittees of its own choosing. The logistical task is formidable; we are hopeful that the Winterim period will permit its success.

Finally, let me list some of the possible topics which have occurred to us, and invite your contribution to this list if you perceive the enterprise as worthwhile.

1. The costs of providing higher education and the facilities for scholarship are easily measured in dollars. The benefits of what the dollars are spent for are, on the other hand, intangible. How does a university assess its cost/benefit ratio? Some collateral issues are:
  - a. How can benefits be made apparent to the agencies which finance the University—the people of the State and their representatives, and private sources of support?
  - b. Who measures benefits? What procedures for their evaluation exist or can be devised?
2. Several of the comments made by the Middle States Association's accrediting committee under the general heading of "caveats" might deserve detailed discussion. For example:
  - a. The achievement of a better and more clearly stated balance between the research and teaching obligations of a state university;

President E. A. Trabant

December 20, 1972

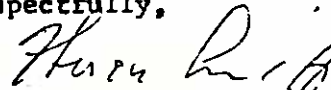
Page 3

- b. The need to establish fiscal priorities for the goals described in the Community Design Commission Report, and the development of a timetable and the assignment of authority and responsibility for their implementation.
- c. The problems involved in trying to determine costs of new or expanded programs, both before and after they are inaugurated.
3. The very critical problem of preserving the autonomy of a public institution. What is "autonomy," and what is the State's right in limiting it, if any?
4. Universities traditionally trade discussion off against efficiency. Can we reduce the redundancy of student, faculty, and administrative committee overlap, and still maintain the breadth of concern and participation necessary to the preservation of community spirit?
5. How do we--or, indeed, do we--shape the techniques of unionism to the very peculiar needs and character of the university? This question has not been formally or publicly debated since we tentatively committed ourselves to experiment with unionism on this campus; we believe it must be if we are, as we all hope, to make the University of Delaware a model of the unionized university.
6. What are the long-range financial prospects for higher education in America? In Delaware?
7. What can the academic do to slow the development of what some perceive as an anti-intellectual movement in this decade? How can we work together to keep visible the absolute social necessity of scholarship?

As I said, this list is meant to be only illustrative, and is certainly not exhaustive, but I know you agree that these are legitimate concerns and ones to which the University community must soon direct its attention. It will be the task of the steering committee to add to or subtract from it.

May we count on your support for and participation in this venture?

Respectfully,



F. Loren Smith, President  
University Faculty Senate

FLS/dpe  
Attachment



UNIVERSITY OF DELAWARE  
NEWARK, DELAWARE  
19711

OFFICE OF THE PRESIDENT  
132 HULLIHEN HALL  
PHONE: 302-738-2111

January 9, 1973

Dr. F. Loren Smith  
President, University Faculty Senate

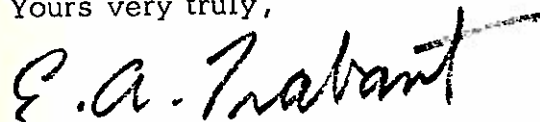
Dear Professor Smith:

The concept of having a campus-wide discussion of some of the problems confronting and some of the opportunities available to the University of Delaware is, in my opinion, an excellent one. The topics suggested in your letter of December 20th seem to be, in general, good and relevant ones. It must be recognized, of course, that certain topics should not be scheduled for community participation, particularly those which may be on the "bargaining table" and connected with labor contract negotiations. I agree that it would be necessary to have a steering committee to develop the precise statement of goals and program.

I do not agree that classes should be dismissed at the University in order to facilitate the holding of the conference. I believe that it would be in the best interests of the University campus, particularly the students, to schedule the special meeting on a weekend, perhaps starting at 1:00 p.m. on a Saturday and, if necessary, continuing through Sunday. In this way all members of the University Community who desire to participate would be able to do so without interferring with the normal work of the University. In short, I would not be willing to alter the calendar of the University by dismissing classes for this special campus meeting, but would be pleased to designate a weekend as a special time for such an undertaking.

I look forward to the Senate progressing with this idea and some suggested weekend dates for the conference.

Yours very truly,



E. A. Trabant  
President

C  
O  
P  
Y

S. Res. 68

October 2, 1972

MEMORANDUM

TO: Secretary, Faculty Senate

FROM: Steve Ceci, UDCC Rep.

Because of a widespread misunderstanding that surrounds the awarding of the annual Excellence in Teaching award, I am hereby requesting the Faculty Senate to clarify the charge of the particular committee in question. Most of the confusion among undergraduates is centered around the directions that precede each ballot. Inferred in these directions is the unmistakable notion that a teacher's excellence is to be determined by the number of votes he/she receives. Yet, in the past such pure quantification has been accompanied by unwritten stipulations; teachers have been awarded the honor for reasons not apparent to those who vote. As a voter who has personally been affected by this predicament, I feel that the Senate has a responsibility to every student for insuring that his/her voting presence is not preempted by clandestine politicking.

Hence,

be it resolved that the Faculty Senate, as a matter of public record, list the criterion by which a faculty person may be awarded the Excellence in Teaching Award.

Further,

be it resolved, that the Committee on Committees redefine the membership of the above committee to include five extra student members. Such a measure will allow student input to equal that of the faculty (7). Presently, a faculty member's adeptness at teaching is determined heavily by other faculty members. This is contrary to the rules of "good sense."

Steve Ceci AS3



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PHONE: 302-738-2829

January 5, 1973

MEMORANDUM

TO: Prof. R. N. McDonough, Vice President  
University Faculty Senate

FROM: Gordon R. Bonner, Chairman  
Committee on Committees

SUBJECT: Request for Recommendations Regarding a Proposed Change in  
the Composition of the Committee on Student and Faculty  
Honors

The following represents a careful consideration by the Committee on Committees of the proposal by Mr. Ceci, including communications from Professor Rosenberry, Chairman of the Student and Faculty Honors Committee. At the outset, it should be observed that the Faculty Senate is primarily representative of the University faculty and unless there is a specific reason to the contrary, there is no reason to expect that a Senate-created faculty committee would not reflect the faculty orientation of the Senate. We have no evidence from the Honors Committee as a whole that they have been unable to function reasonably well with their present composition, nor is there any evidence of a lack of responsiveness by this Committee to the needs of the University community as evidenced by the fact that they willingly agreed to accept the first part of the Ceci resolution calling for the establishment of published criterion whereby a faculty person may be recommended for the Excellence in Teaching Award.

The Honors Committee administers the student honors program on behalf of the Senate and "recommends" to the President nominees for faculty honors. We believe that a committee charged in large part with responsibility for awarding student honors could best perform its task by having a preponderance of "faculty" serving on the committee. In this context it could occur that having an equal number of faculty and students on the committee would generate polarization and politicking rather than an improvement in the operation of the committee. We believe that student representation was provided for by the Senate for the purpose of giving the committee a student input rather than in effect providing for a student veto of committee action. A well reasoned student

Prof. R. N. McDonough  
January 5, 1973  
Page 2

position presumably would prevail because of the merits of the case rather than because of a potential vetoing voting block.

The only Senate committee that provides for equal student representation is the Judicial Policy Board. This committee is solely responsible for student conduct and judiciary matters and hence more appropriately consists of a significant student representation. Though generalization is difficult, a contributing factor in the long-standing trials and tribulations of the Student Judicial System may be attributable to the composition of the JPB in addition to the more fundamental need for a reform of the Student Judicial System document.

In summary, paragraph one of the Ceci resolution is moot, as the Committee has accepted the procedure ~~in toto~~, and regarding the second part of the resolution for the reasons presented above, it is our recommendation that the Senate not act upon this proposal in the absence of compelling reasons to change the composition of the Honors Committee.

GRB/dpe


UNIVERSITY OF DELAWARE  
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303 HULLIHEN HALL  
PHONE: 302-738-2829

December 5, 1972

MEMORANDUM

TO: R. N. McDonough, Vice President  
University Faculty Senate

FROM: E. H. Rosenberry, Chairman   
Committee on Student and Faculty Honors

SUBJECT: Recommendation on Resolutions of Steve Ceci dated  
October 2, 1972

The subject resolutions, forwarded by your memorandum of October 18, 1972, were reviewed by this committee at a meeting held November 29, 1972, with the following results.

Resolution 1: The Committee recommends approval of this resolution, subject to the understanding (1) that there may be a number of different criteria, qualitative as well as quantitative, and (2) that the criteria may vary from year to year as it may be deemed desirable to emphasize or reward various kinds of teaching excellence.

Resolution 2: The committee recommends that this proposal be rejected or modified to maintain a student membership less than that of the faculty.

Increased student membership would not be commensurate with student representation on other committees or in the Senate at large, and would not facilitate the work of the committee. The resolution expresses interest in only one of the several tasks of the committee and would have the effect of greatly increasing the cumbersomeness of the body without compensatory advantage in the discharge of its total responsibility. Moreover, since faculty membership is ten, the resolution to increase student membership to seven would not accomplish the stated objective of equalizing voting strength. Also, the committee disagrees with the premise of the stated objective and reaffirms its conviction that the awards in question constitute a professional responsibility which should be discharged with student advice but not under a system of control subject to block manipulation of student opinion.

EHR/dpe

UNIVERSITY OF DELAWARE  
NEWARK, DELAWARE  
19711

DEPARTMENT OF MECHANICAL AND  
AEROSPACE ENGINEERING  
107 EVANS HALL  
PHONE: 302-738-2421

January 30, 1973

M E M O R A N D U M

TO: F. Loren Smith, President  
University Faculty Senate

FROM: I. G. Greenfield, Chairman, Committee on Graduate  
Studies *IGG*

SUBJECT: Revised M.B.A. Program

The majority of students enrolled in the Master's of Business Administration program are from technical fields. Many engineers, scientists and junior executives have a need for a comprehensive training in a professionally oriented business administration curriculum. The M.B.A. program has been altered to satisfy this need and reflect the progressive changes which have taken place in other institutions. Listed below are the important requirements.

- (1) 16 graduate courses, 13 of which are stipulated by the Department and 3 are electives (Present program; 10 graduate courses with credit plus as much as 10 undergraduate preparatory courses with no graduate credit).
- (2) 4 courses may be waived because of previous course work or examination.
- (3) interdisciplinary core courses.
- (4) no thesis or comprehensive examination. (Present program; thesis/comprehensive examination option).

Details of the program are contained in the accompanying proposal.

Resolution

The Committee on Graduate Studies has reviewed the Revised Master's in Business Administration Program and recommends that the Senate approve the revision. *IGG*

IGG:dec

UNIVERSITY OF DELAWARE  
NEWARK, DELAWARE  
19711

RECEIVED

AUG 23 1972

GRADUATE COLLEGE

COLLEGE OF BUSINESS & ECONOMICS  
OFFICE OF THE DEAN  
PURNELL MALL  
PHONE: 302-738-2551

August 22, 1972

MEMORANDUM

To: Arnold L. Lippert, Dean  
College of Graduate Studies

From: Kermit G. Cudd, Assistant Dean *Kermit G. Cudd*

Subject: Revised M. B. A. Program

In reply to your memorandum of July 26, the new M. B. A. Program is designed to give the major element of our student population, the technically and scientifically trained, a broad education in business administration while retaining sufficient flexibility to allow students with undergraduate majors in business administration to also receive a significant graduate education and to permit some area concentration through electives and course waivers. The program is designed to prepare students for positions in all types of organizations, not just business. Courses may be selected from the offerings of other departments to achieve this objective. Unlike most masters programs it does not culminate in a particular area of concentration, nor does it build upon a particular undergraduate major. Consequently, a thesis does not provide an appropriate means of program integration.

The comprehensive examination is inappropriate because the program caters to part-time students who will require four years to complete the new requirements. We feel that the quality of the program and its graduates can be maintained in other more satisfactory ways, such as careful screening of the quality of those admitted to the program and close attention to course content and grading.

It is not our intention to rely solely on faculty from the Department of Business Administration to staff the program. We have asked the Economics Department to design and staff the two economics courses in the core portion of the program -- Managerial Economics and Economic Environment of the Firm. I have briefly

Dean Arnold L. Lippert  
August 22, 1972  
Page 2

discussed with Prof. David Lamb the possibility of designing and staffing Statistics for Business Applications. A very similar course is already in existence, ST 655 Statistics for Business and Economics. Other such opportunities will be explored.

The staff requirements for this program have been under review and are now being considered as a part of the College's total staff requirements in a comprehensive study now underway.

Your prompt review of our revised program is very much appreciated as we wish to have the program approved in time for introduction in the Fall Semester of 1973. This revision has taken two years to be developed and was approved by the faculty of the College on June 2, 1972. If any additional explanation or information is required, I will be happy to respond promptly.

KGC:nvf

cc: Dean Norman  
Prof. Markell

Attachment



## REVISED M.B.A. PROGRAM

The College of Business and Economics has an excellent opportunity to provide a high quality M. B. A. program to the many highly trained scientists, engineers and junior executives in the area. Examination of 166 members of the 1970 M. B. A. population confirmed this fact that only 22 percent had undergraduate degrees in business administration or economics and that engineers and scientists comprised 71 percent of those tallied. The decision was made, therefore, that a terminal professional program should be designed for this major element in the population. The M. B. A. is viewed by the Committee as a professional degree--in many ways comparable to a law degree--designed primarily for students who have little or no academic background in business administration. The proposed revision has been designed with sufficient flexibility to allow students with undergraduate degrees in business administration to also receive a significant graduate education. This was done in recognition of the fact that inauguration of an M. S. degree would be, at best, several years in the future.

The Committee believes that the success of the proposed program is dependent upon the recommendation that it should be removed from University Extension and made an integral part of the College of Business and Economics. This step would mean that a teaching assignment in the M. B. A. program would be considered a part of the nine hour teaching load.

### Significant features of proposed program:

1. 48 graduate credit hours or 16 courses; 13 of which are required leaving 3 electives. This program represents a decrease by three hours from the present program of 30 graduate credits and 27 preparatory credits. Analysis of catalogs of 59 schools with A. A. C. S. B. Accredited M. B. A. programs indicated that the number of graduate credit hours required ranged from 30 to 66; 30 percent require 48 or more graduate credit hours for the M. B. A.

2. Prerequisite of calculus; equivalent of M 221, M222; possibly being met by a properly designed one semester course. This represents no change from the present program.
3. No preparatory courses. The decision to recommend that all courses with the exception of calculus be given at the graduate level is derived from our philosophy that the M. B. A. is more comparable to a professional degree than it is to a graduate degree in most fields. We believe further that graduate level instruction is possible in subject areas where students have no prior course work. The M. B. A. is usually thought of as a two-year professional study program built on a baccalaureate degree other than Business or Economics.
4. Students may waive up to four courses on the basis of previous course work or examination. Waiver of required courses allows students to substitute additional electives to fulfill 48 hour requirements. Responsibility for waivers of required courses rests with the instructor in a course. The decision to require all students to take 48 hours is to guarantee that the M. B. A. represent significant education beyond the baccalaureate degree; it is consistent with the policies of a number of other business schools.
5. Thesis option should be dropped. We believe the thesis is appropriate for the M. S. degree but not for the M. B. A. degree. The M. B. A. is a general business education program which does not give the student the in depth preparation that is necessary for a thesis project. The trend has been toward the elimination of the thesis option in M. B. A. programs throughout the country. Moreover, the student still has the option to elect a Research Seminar in Business Administration for 3 or 6 credits.
6. Comprehensive examination should be dropped. With a forty-eight hour program that part-time students will take four or five years to complete, administration of an equitable comprehensive examination becomes a problem. In addition, the flexibility that characterizes the proposed program would make administration of a meaningful comprehensive examination difficult. We also believe that the quality of the program should be maintained by grading in courses and not by a comprehensive examination. The committee maintains that increasing the graduate credit hours from 30 to 48 more than offsets the loss in rigor resulting from elimination of the comprehensive; indeed, many part-time

students would be hard pressed to complete 48 hours and prepare for a rigorous comprehensive examination in the five year limit. We might also note that a majority of schools with accredited M. B. A. programs require no comprehensive examination.

7. Students will have five years to complete the program which is the policy of the College of Graduate Studies. The rule as stated actually would allow up to six academic years to complete the program.
8. Students must complete the Core and Functional courses specified below with a B average.

#### Proposed M. B. A. Curriculum

The goal of the curriculum of the M. B. A. program of the University of Delaware is to develop in its students the ability to make sound judgments and to implement them in their eventual roles as managers in business and other types of organizations. With this in mind, these courses are designed to achieve, to the extent possible, the following objectives:

1. An appreciation of the changing, economic, technological, political, physical, international, and social environments in which business interacts.
2. An understanding of business functions and their interrelationships.
3. An understanding of organization and of individual and group behavior within organizations.
4. A knowledge of modern techniques of analyzing data and measuring performance.
5. An understanding of ethical considerations as an integral factor in managerial decisions.
6. A proficiency in written, oral, and intragroup expression and communication.
7. An appreciation of the problems and techniques of implementing decisions in business and other types of organizations as a total process of management.

To accomplish these purposes, the curriculum is essentially divided into two phases. The first phase offers instruction in each of the major areas of business administration, including work in organization structure and human behavior, marketing, operations research, probability theory, statistics, computers, communication and business environment. In the second phase, the student may elect courses from a wide selection of courses in various fields of business administration and related areas for the problems, opportunities and responsibilities of the professional manager.

CORE COURSES (The Core and Functional Courses are conceptual in nature and require the approval by the Department in question and the College)

Managerial Economics, 3 credit hours

Managerial Economics is primarily concerned with providing an approach for analyzing the firm's immediate economics environment. The aspects of environment of most relevance are the nature of industry demand, the properties of the firm's production and cost functions, and the effect of market structure on the behavior of competitors. In order to provide both quantitative and qualitative information, the methods of measurement of econometrics are combined with the concepts and models of economic theory. Managerial Economics also deals with the construction of decision procedures, the pricing decision is of particular interest.

Economic Environment of the Firm, 3 credit hours

This is a course in macroeconomic analysis. It is concerned with understanding the forces which determine the level and composition of spending and income in the U. S. economy. Topics covered include monetary, fiscal, and debt management policies, economics forecasting methods, and the United States in the world economy. Special attention is given to the functions performed by the money and capital market and how these functions relate to business decision making.

Social, Ethical, Legal & Political Environment of the Firm, 3 credit hours

The purpose of this course is to provide the M. B. A. student with an awareness of certain aspects of the external environment affecting the decision-making role of the business manager. A major part of the course will focus on the impact of law upon the operation of American business. Philosophies of American business enterprise, stressing business ethics and morality and social responsibility.



will also be examined with a view toward assessing the responsibilities of business corporations and their executives to stockholders, employees and the public. A survey of current literature, case studies, and social, legal and political forces affecting the "business climate" will be used to involve the student in relevant discussions and thought.

Human Behavior and Organization, 3 credit hours

An inter-disciplinary inquiry into the literature, including cases, of the behavioral sciences as it relates to the individual, the group, the large scale organization, and the society external to the organization. The purpose of this course is to familiarize the student with behavioral theories including the communication process, and traditional personnel administration concepts basic to the development of his own personal reservoir of knowledge and applications in this area.

Statistics for Business Applications, 3 credit hours

This course is designed to familiarize the student with the basic principles of probability and statistics, in addition to providing an understanding of their role in business research and decision-making. Topic areas included in the course are basic probability and probability distributions (theoretical and empirical), sampling, estimation and hypothesis testing, and regression and variance analysis, time series, index numbers, and statistical decision theory.

Quantitative Methods and Operations Research (prerequisite Statistics for Business Applications), 3 credit hours

This course is designed to familiarize the student with the principles in the areas of what is commonly referred to as quantitative methods or techniques of operations research. To the extent possible the role of these methods in business research and decision-making will be emphasized. Areas covered in the course are traditional optimization, constrained optimization, Markov models, queues, networks, systems, and simulation.

Business Research (prerequisite Quantitative Methods and Operations Research), 3 credit hours

This course is designed to bring together the methodology presented in the basic quantitatively oriented courses and the material taught within the various functional areas toward the solution of an entire, more realistic business problem of a larger

scope. Time will be devoted to the areas of problem definition and structure which leads to the "more objective" aspects culminating in a final conclusion. Limitations of individual techniques will be stressed, with emphasis placed upon the need for the development of interrelated methods to solve each problem. Applications from the various functional areas will form the basis for discussion. The course will build upon the individual problem solving and decision-making segment which will develop into a treatment of management information and control systems. At this point interest lies in formalizing the decision-making structure of the entire firm by uniting the previous work with the corporate system and the various functional areas considered in the M. B. A. program.

Management Use of Accounting Information, 3 credit hours

An introduction to the area of financial accounting with a view toward familiarizing the M. B. A. student with the language of accountants and the development of the student's ability to evaluate and use accounting data. Accounting procedures are discussed to facilitate the comprehension of the account cycle, cash versus accrual concepts, and the development of required financial statements. The basic principles of asset valuation, contributed capital and revenue and cost recognition are presented. An estimation of financial statements for various types of organizations is also included.

The area of financial accounting is further analyzed through a discussion of the concepts underlying financial statement analysis and the exposition of funds flow. The course concludes with an introduction to the area of managerial accounting and decision-making. Topics covered include incremental costs for the short-run and relevant costs for pricing and investment decisions. Basic cost procedures are also discussed.

Enterprise Administration (prerequisite or co-requisite all core courses except Business Research), 3 credit hours

Following the core courses--but preceding the functional courses--Enterprise Administration introduces the student to the systematic study of business administration. Business is seen as attempting to overcome such dysfunctional aspects of bureaucracy as diverse goals and suboptimization through such phenomena as decentralization and venture management. In this vein, there is a need to return to the fundamentals of entrepreneurship as a key



ingredient in the M. B. A. program. This course will provide a common frame of reference and focus for all students and will prepare them for study of specific functional courses later. It is intended to demonstrate the importance of competition as an integral part of the environment.

A variety of teaching techniques will be employed to examine the performance of the entrepreneurial function. A computerized business game will be the central teaching technique supplemented by cases, films, role play, incident method and literature selections. The student is to experience the full interplay of data collection and analysis, decision implementation and the management process.

#### FUNCTIONAL COURSES

##### Financial Administration, 3 credit hours

Study of the financial function in a business firm with special attention to the comprehensive analysis of cash flows, the financing and capital expenditure decision, and problems of business expansion and revision.

##### Production and Operations Administration, 3 credit hours

A survey of the classical, behavioral and scientific school of management, supplemented by a study of production factors, resource utilization and industrial organization. Fundamentals in the areas of both general and production management are illustrated by practical examples drawn from cases and student participation in management simulation.

##### Marketing Administration, 3 credit hours

This course will cover the decision of marketing administrators and their implementation and the functions of the marketing subsystem of the business enterprise. Emphasis will be placed upon management practices that impinge upon the product, price, promotion, and physical distribution decisions and upon the system of business enterprises that evolves to satisfy needs of industrial and ultimate consumers.

##### Corporate Strategy (prerequisite all functional courses), 3 credit hours

Business strategy is concerned with the functions and responsibilities of the general manager and problems which affect the total organization. In general, the job of top management of the company is two fold: (a) The determination of objectives and

strategies of the future direction of the enterprise. (b) Determination of approaches to the implementation of objectives and strategies. The study of strategy also has an integrative function. The student is provided with an opportunity to pull together the separate concepts learned in the various functional courses and to formulate action recommendations to management concerning the objectives, strategies, and their implementation. The main emphasis will be an analysis and discussion of cases. This will be supplemented by lectures, readings, and discussion of current concepts. In addition, each student will study the policies of a specific company and present his findings at the end of the semester.

Electives may be selected with approval of the Director of the M. B. A. program from 600 or higher level courses in:

- Business Administration
- Economics
- Mathematics
- Statistics and Computer Science
- Psychology
- Sociology
- Political Science
- Intercultural Communication
- Speech
- English
- History
- Other areas approved by the program director

Possible 800 level business administration offerings to be developed might include (all three-hour courses unless designated differently):

- Management of the Sales Force\*
- Industrial Relations\*
- Business and Government\*
- Consumer Behavior\*
- Advanced Managerial Accounting\*
- Accounting and Its Behavior Implications\*
- Theory of External Reporting\*
- Current Problems in Accounting\*
- Business and Its Physical Environment
- Seminar in Financial Management\*
- Investment Analysis\*
- Theory of Finance
- Applications of Quantitative Methods in Finance\*
- Applications of Quantitative Methods in Marketing\*
- Advanced Seminar in Quantitative Methods and Operations Research\*
- Forecasting and Time Series Analysis\*
- Methodology and Optimization of Operating Systems\*
- Problems in Marketing\*

\*Prerequisite for these courses is the appropriate core or functional course.

Management of Promotion\*  
 Theory of Marketing\*  
 International Business Management\*  
 Motivation and Leadership\*  
 Collective Bargaining\*  
 Compensation Theory and Problems\*  
 Advanced Topics in Organization Theory\*  
 Production and Inventory Control\*  
 Problems in Manpower Administration\*  
 Research Seminar in Business Administration\* (3-6 credits)

Sequence of courses for a full-time student without prior academic work in Business Administration.

First Year

Fall Semester		Spring Semester	
Statistics for Business Applications	3	Quantitative Methods and Operations Research	3
Managerial Economics	3	Economics Environment of the Firm	3
Human Behavior and Organization	3	Social, Ethical, Legal and Political Environments of the Firm	3
Management Use of Accounting Information	3	Enterprise Administration	3
	<u>12</u>		<u>12</u>

Second Year

Fall Semester		Spring Semester	
Business Research	3	Marketing, Finance, or Production Management	3
Marketing, Finance, or Production Management	6	Corporate Strategy	3
Elective	3	Electives	6
	<u>12</u>		<u>12</u>

\*Prerequisite for these courses is the appropriate core of functional course.

Sequence of courses for a full-time student with a B. S. in Business Administration from the University of Delaware.<sup>1</sup>

First Year

Fall Semester		Spring Semester	
Statistics for Business Applications	3	Quantitative Methods and Operations Research	3
Managerial Economics	3	Social, Ethical, Legal and Political Environments of the Firm	3
Human Behavior and Organization	3	Production Management	3
Enterprise Administration	3	Elective <sup>2</sup>	3
	<u>12</u>		<u>12</u>

Second Year

Fall Semester		Spring Semester	
Business Research	3	Corporate Strategy	3
Electives <sup>2</sup>	9	Electives <sup>2</sup>	9
	<u>12</u>		<u>12</u>

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<sup>1</sup>This hypothetical student concentrated in marketing, had two courses in finance, and significant work in macroeconomics; he was thus able to waive courses in Accounting, Marketing, Finance, and Economic Environment.

<sup>2</sup>While his individual program would be worked out in consultation with the M. B. A. Director, he may normally be expected to fulfill half of his electives with Business Administration courses.