

GRADUATE SCHOOL OF PUBLIC ADMINISTRATION  
State University of New York at Albany  
Department of Public Administration

MEMORANDUM

TO: Department of Public Administration

FROM: Donald Azeired

DATE: December 11, 1972

SUBJECT: Tentative 1973-74 Public Administration Program

Attached is a tentative draft of the 1973-74 public administration program for your review and comment. It is based largely, though not entirely, on your suggestions and recommendations made by our students.

We will of course be handicapped by Fred Flickner's retirement and Hal Adams's sabbatical. It may be possible for various members of the Department to teach some of their courses and I have suggested this in the draft. However, the entire program will suffer unless we can use funds now available to the Department to recruit adjunct lecturers and professors to offer the remaining courses. For the time being, I have not included all these courses in the program.

To attract more qualified part-time students I have suggested that we offer more courses at 4:45 p.m. and 7:30 p.m.


I am also sending copies of the tentative program to Webb Fiser and Joan Slocum in order to get their early advice on the relationship between our proposed courses and appropriate offerings in political science and political economy.

I would appreciate hearing from you no later than December 18.

Attachments

DA:dmp

cc: Dean Cowan  
Professor Fiser  
Professor Slocum



DEPARTMENT OF PUBLIC ADMINISTRATION  
Tentative Fall 1973 Schedule

COURSE	INSTRUCTOR	TIME
PAD 201 Living with Large Organizations	Gerjuoy	MWF 1:10 pm
PAD 405 Bureaucracy and Politics in American Society	Hawkins	MWF 1:10 pm
PAD 500 Theories & Processes of PA	Poland	T 1:30 pm
PAD 502 PA & the Political Process	Brown,B.	W 1:30 pm
✓ PEC 504 Economics of the Public Sector	Walsh	W 7:30 pm
PAD 571 National Goals & Public Policy	Hawkins	T 4:45 pm
PAD 600 Legal Environment of PA	Stout	T 7:30 pm
PAD 610 Theories of Administrative Organization	Balk	M 7:30 pm
✓ PAD 614 Program Planning & Evaluation	Zimmermann,V.	W 4:45 pm
PAD 618 Public Personnel Administration	Zimmermann,V.	Th 7:30 pm
✓ PAD 620 Research in Public Administration	Gerjuoy	Th 1:30 pm
PAD 632 Organizational Behavior	Balk	W 1:30 pm
PAD 640 Government & the Economy	Walsh	T 4:45 pm
PAD 642 Budgetary Systems	Axelrod	M 4:45 pm
PAD 643 Governmental Finances	Nunez	T 7:30 pm
PAD 649 State-Local Fiscal Relations	Nunez	W 4:45 pm
PAD 660 PA Outside the United States	Brown,B.	M 4:45 pm
PAD 682 Urban Planning Policy	Heikoff	M 1:30 pm
PAD 684 Seminar in Urban Policy Analysis	Heikoff	Th 4:45 pm
PAD 702 Bureaucracy & Politics	Heaphey	T 9:30 am
PAD 707 The Role of Bureaucracy in Society	Poland	Th 4:45 pm

DEPARTMENT OF PUBLIC ADMINISTRATION  
Tentative Spring 1974 Schedule

COURSE	INSTRUCTOR	TIME
PAD 303 Public Administration & Management	Zimmermann, V.	TTh 8:10-9:25 am
PAD 500 Theories & Processes of PA	Axelrod	M 4:45 pm
PAD 502 PA and the Political Process	Hawkins	T 7:30 pm
PAD 572 Program Seminar in Urban Environmental Systems	Heikoff	T 1:30 pm
PAD 600 Legal Environment of PA	Nunez	T 9:30 am
PAD 610 Theories of Administrative Organization	Gerjuoy	W 1:30 pm
PAD 611 Decision-Making in Government and Administration	Hawkins	W 4:45 pm
PAD 619 Current Issues in Public Personnel Administration	Poland	T 4:45 pm
PAD 620 Research in Public Administration	Poland	Th 7:30 pm
PAD 621 Quantitative Methods in PA	Gerjuoy	M 4:45 pm
PAD 633 Organizational Analysis and Development	Balk	Th 4:45 pm
PAD 642 Budgetary Systems	Nunez	Th 1:30 pm
PAD 643 Governmental Finances	Walsh	M 7:30 pm
PAD 661 Relevance of Foreign Administrative Experience	Brown, B.	M 1:30 pm
PAD 663 Comparative Public Administration	Heaphey	W 9:30 am
PAD 664 Development Administration	Brown, B.	W 4:45 pm
PAD 665 Administration of International Organizations	TBA	T 7:30
PAD 674 Program Seminar in Urban Renewal and Housing	Zimmerman, J.	Th 4:45 pm
PAD 682 Urban Planning Policy	Heikoff	W 4:45 pm
PAD 6__ Administrative Management of Public Institutions		W 7:30 pm
PAD 747 Seminar in Public Finance	Walsh	Th 4:45 pm
PAD 7 Productivity Seminar	Balk	T 4:45

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York  
at Albany

TO: Public Administration Faculty February 5, 1973

FROM: Walter Balk

SUBJECT: School Reorganization, Cowan Proposal

It may be advisable for our department to give its reaction to the Dean's recent proposal.

I am sending out a personal statement, in a different memorandum to the school faculty, which you may or may not find convincing.

The attached, however, is proposed as the basis for a statement which we might agree to as a department. Perhaps this can be discussed at our next department meeting.

Attachment

*S. Cowan*

The Department of Public Administration fully supports Dean Cowan's efforts to specify and redirect the overall priorities of GSPA as a school. We find, though, that many of his concerns about GSPA as a school may not apply to the Public Administration Department. For example, (a) graduate degree enrollments are increasing in the Department in spite of a 20% increase in program requirements (b) public agencies are finding our program relevant enough to offer a mounting and close to overwhelming number of internships (c) there are no critical employment problems for MPA and DPA graduates at present and (d) we are making tangible progress into the matter of funded research.

Our basic concern is that the problems and emphases of the Political Science Department are not necessarily those of our smaller faculty. It appears, for instance, that Political Science will increasingly want to develop their programs to the point that each faculty member would spend about three-quarters of his teaching in undergraduate programs. Most of our members do not want to develop in this direction. We sense that many of the applied research interests of our faculty will not appeal to the majority of the P. S. faculty, and only a small number would want to become engaged in interdisciplinary effort of this nature. We also find that our present chairman is bringing a great deal of coherence to our efforts and would not want to jeopardize this. Therefore, eliminating department structure could cause a watering-down of the present direction and identity which most of us are attached to.

On the other hand, the department wishes to express its interest in the Dean's efforts to find more effective and efficient directions for GSPA. It remains open to suggestion and will join in any school-wide explanation of alternatives.

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York at Albany

M E M O R A N D U M

DATE: February 6, 1973

TO: Dean Cowan -- Professors Fiser, C. Brown, Cocks, Knight, Rienow  
FROM: Walter Goldstein  
SUBJECT: Revision of the I.R. Curriculum

We decided at the meeting of the I.R. field committee held in December (in the Dean's office) to radically revise the I.R. curriculum.

It was resolved that an expanded core set of courses should be offered, at least once a year, on the undergraduate level; and that a range of specialized courses should be given at greater intervals.

We also decided to distinguish between core and specialized offerings at the graduate level. The former would be listed on a regular basis; the latter would be available as 'reading' or 'individual study' courses.

Since we need to apply for bureaucratic permission to add or change course numbers and titles, I will appreciate your assistance in composing new course descriptions for insertion in the Catalogue. If your name appears opposite any of the course titles on the attached sheet, would you please let me have a few sentences to describe the course content for the Catalogue. It would be helpful if you could please write the descriptions this week and let me have them by Friday, Feb. 9th.

Thank you.

WG/a  
Attach/

CORE COURSES

POS 370 <u>and</u> 371	I.R. Theory and Practice	Brown
POS 380 <u>and</u> 381	International Law and Organization	Rienow
POS 383 <u>and</u> 384	Foreign Policy and its Control	Knight

(N.B.: POS 375, the U.N., will be dropped)

SPECIALIZED COURSES

POS 390 <u>or</u> 490	Strategic Studies and Defense	Knight
" " "	Regional and Economic Integration	Cocks
" " "	Conflict Theories	Brown
" " "	International and Functional Agencies	Rienow
" " "	Imperialism and Statecraft	Goldstein

GRADUATE COURSES

POS 570	I.R. Theory and Practice	Brown
" 580	International Law and Organization	Rienow
" 583	Foreign Policy and Control	Knight
" 787	Cognate field studies	
" 789	Reading courses and individual study	

P.S. It was resolved that the core courses should be taught, preferably by the same instructor, on a two-semester basis. Instructors would rotate assignments so that they could also teach a fair share of specialized and graduate courses. It will also be necessary to rotate assignments in the new POS 101 curriculum that the Department has recently legislated. Tant pis.



STATE UNIVERSITY OF NEW YORK AT ALBANY  
GRADUATE SCHOOL OF PUBLIC AFFAIRS

Draper Hall  
Albany, New York 12222  
Telephone: (518) 472-3290

February 5, 1973

To: Dean Cowan  
From: Prof. Wright  
Re: Your Reorganization Memo of Jan. 31, 1973 . Observations:

1. Not really novel; returns us to where we were before 1967 when PS Department was set up. At that time we in PS felt that we wanted more autonomy from PA with which school had begun and more ~~prof~~ disciplinary considerations in our decisions. Now the weight of numbers is the other way and they may fear us.
2. Your proposal to emphasize policy analysis and that particularly at the state level of government would be hardest to work out in the Comparative Politics field, inasmuch as it has usually meant "foreign" governments. I think that the rather parochial field of American government and the provincial subfield of "state & Local government" could gain from comparative insights, but they have almost never sought them. For instance, before launching into a program of job or admissions reservations for "disadvantaged" minorities, did they even consult a South Asian specialist on how it works, pitfalls etc? India has had such programs for a generation.
3. Your examples of "functional" programs aren't what people in Comparative Politics would call functional, but look like the traditional categories of the subject matter of Political science and Public Administration. During the 1960s we came to take a functional division of the subject as referring to Almond's or Parsons categories of functions performed by all political systems: eg. political socialization, political recruitment, interest articulation, interest aggregation etc. I could imagine reorganizing the Comparative Politics offerings along these lines (although I think my fellow area specialists would object mightily if they were expected to know much about these subjects outside their geographical areas; perhaps it could be managed by some jointly given courses.) But it would be a really revolutionary reorganization of course content if one rearranged all the Political science courses (let alone PA) according to these functional categories. What's more, there has been a lot of criticism of "functionalism" (not all of it New Left) as inherently conservative ("system maintaining").
4. If by a policy or program orientation, you mean such current fads as "ecology-environment", "Pollution", "poverty", "peace studies", "women's studies", it seems to me we would go out on a limb for shortrun gains and find ourselves left with nothing when these fads pass. Will the content of Political Science really change so drastically as the 1960s indicated? Even population trends are now subject to rapid change.
5. We made our bow to "multidisciplinary" program and "flexibility" by the cognate field requirement and the practical dismantling of the M.A. program. Are we to gut the Ph.D. now? Already some Ph.D. candidates are able by "Readings courses" and the 4 hour credit for seminars to avoid exposure to some of the faculty in their major fields. It seems to me that "flexibility" leads to narrow preparation rather than breadth.
6. IR and Comparative were separated about 5 years ago when it was found that we were asking too much of students in their Comprehensives to cover both fields in one exam. Will this not happen again, if they are recombined?
7. I don't see how students in Comparative can do "field work" in New York City.



GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York  
at Albany

To: G. S. P. A. Faculty

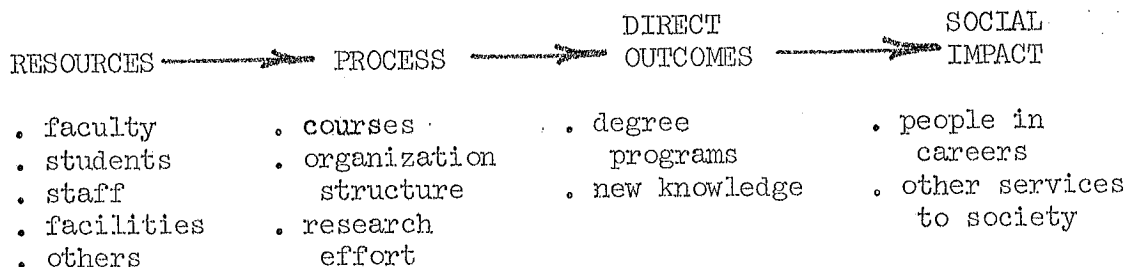
February 5, 1973

From: Walter Balk

Subject: Academic and Administrative Reorganization  
The "Cowan Proposal"

Dean Cowan recently opened a much-needed dialogue about the future of the school. The theme is that we must change our school priorities if GSPA is to survive, and I think a good number of us would agree.

Whenever an organization perceives the need to change, four major factors are involved. The GSPA paradigm may be depicted as follows:



The Dean proposes we make this sequence more relevant and adaptable to society's needs by becoming more effective (i.e., have a more desirable impact) and efficient (i.e., make the relationship of outcomes to resources more economical). It's a fine purpose and we should all have a hand in bringing this about. However, there are important organizational change relationships to consider:

- . Revised outcomes cannot be clearly devised without specifying impact in depth.
- . Revisions of outcomes are dependent upon the nature and extent of available resources.
- . Improvements in effectiveness are dependent upon the relationships between outcomes and impact.
- . Improvements in efficiency are dependent upon an in-depth knowledge of resources, compared to outcomes.

- Planned reorganization cannot occur without going through the above analysis.

If these assumptions are correct, and there is good evidence to support them, the Cowan organizational proposal (Page 7 on) is premature. Its effects cannot be logically planned or predicted since two major elements of the paradigm are not accounted for. While we can and must be emotionally attached to a vision of change, reorganization policy is a matter of calculation, and a number of other alternatives exist.

### Social Impact

Except for the notion that teaching careers should be less emphasized than other organizational careers, there are few other priorities or specifics in the Cowan proposal. The same situation exists with other services. We need a better idea of what kind of organizational and teaching careers will have an impact. What is "policy formulation and analysis?" Which areas appear most promising? What are the priorities? What are the major impacts proposed in the latest SUNYA Master Plan? Can GSPA help bring some of these about?

### Resources

The probability, as the Cowan paper states, of increasing resources through SUNY support appears very limited. Funded research outside of the SUNY system might enable some improvements. Yet, the basic truth is this: What we will do is a function of who is presently here. This includes GSPA faculty (largely tenured), a staff, plus institutionalized help from three Department of Economics members and whatever we can work up with other SUNYA departments. Most fundamentally, the nature of our impact depends upon the characteristics of 30 faculty people who can do so much and go in so many different ways. Their ideas of viable careers for students, their visions of viable services to society are the critical factor in GSPA's impact. Of course, the implementation of these priorities will directly depend upon what kinds of teaching, research and other direct assistance to society they are capable of and motivated to provide.

Because of the need for calculated, realistic policy, our efforts should start with further specification of impact and resources. The first step is to take stock of what exists. A systematic poll of faculty members appears in order. These questions appear pertinent for us to individually answer:

1. Where should our student career training priorities be put? What types of careers appear most appropriate and realistic in terms of social impact?

2. What specific outside funded research does the faculty member have in hand or in mind which might become a school project? Over what period would the effort take place? How much money might be involved?

3. What specific research would the member like to become engaged in over the next two years for which he needs school funding (i. e., no real prospects of outside funding are foreseen)? How much money is required? When?

4. How does each member of the faculty spend his work time in general? Rough percentages could be put on:

- . Teaching and preparation of graduate courses.
- . Teaching and preparation of undergraduate courses.
- . ~~Outside funded research (actual or prospective).~~
- . Non outside funded research.
- . University services (committees, advising, etc.).
- . Community and other direct social services (voluntary).

Would he like to see the pattern change? If so, how? What would the new percentages look like?

5. What things should be deleted from school activities (courses, current services, etc.)?

6. What things should be added?

7. To what things is the member most attached as a present GSPA identity?

With such basic knowledge, we could get a much better idea of how our opinions cluster, what is desired and how involved people wish to become in alternative action.

This does not mean that impact should be based upon "what the average person wants." But such a primitive tabulation of resources and desires is essential if we are to engage in the necessary debate and the necessary conflict in order to understand (even if all won't agree) the general direction of GSPA. Then, and only then should we talk about reorganizing for improved effectiveness and efficiency.

So I suggest that we accomplish a faculty resource tabulation during this month. During March the results should be reported back with some specific impacts and outcomes proposed by the Dean. These should be debated at special faculty and student meetings. Based upon these events, a reorganization plan should be proposed and again debated in April. In May, the Dean should be in a position to announce a comprehensive statement about the direction and organization of GSFA.

There are a number of pitfalls along this path. Individual responses to the resource poll should be well considered. Conflict and debate must be channeled toward constructive purpose and in the open. We must avoid putting decisions in the hands of small committees. We must invite participation by the more thoughtful students. If faculty does not choose to get involved to this extent, then it probably deserves a mandated reorganization.

In summary, while we can and must become attached to a vision of change, implementation and reorganization policy is a matter of calculation. This involves understanding the vision and exploring a number of alternatives which will best adapt to the needs of those in the school as well as the desired impact upon society.

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York at Albany

MEMORANDUM

30 January 1973

TO: *Dean Cowan*  
Professor Donald Axelrod  
Chairman, Public Administration Department

FROM: V. B. Zimmermann *BZ*

SUBJECT: A Proposed Job-Market Oriented Integrated Public Administration Program Combining Undergraduate and Graduate Work

Premise: In view of Dean Cowan's appeal the other day for innovative integrated programs, it seems appropriate to resurrect my proposal of three or four years ago for a combined undergraduate and graduate program to prepare selected students for professional careers in the public service with competence in a specialized field for which there is both need and demand.

Assumptions:

1. We can expect a reasonably good market for "generalist" public administration graduates, such as GSPA now produces, for some years to come, especially in local government. But that market seems likely to shrink significantly within four to seven years (if not sooner) and we are already seeing a perceptible gradual decline in the attractiveness of the jobs which can be obtained by the rank and file of our graduates. (There will always be good career opportunities for the exceptionally gifted regardless of the kind and quality of education they get.)
2. We can count upon a strong and continuing demand for students who combine mastery of a specific skill pertinent to a widely used occupational category--e.g. law, accounting, engineering--with a broad understanding of government, public administration and management. Discipline based programs at either undergraduate or graduate levels do not usually provide such a combination of understandings and skills.
3. Many undergraduates have elected the political science major because they have visualized it as leading to a bureaucratic career. But as our public services have become more specialized and professional, political science graduates along with those majoring in the humanities have found themselves at a disadvantage in competition with persons trained in technical disciplines or in fields more directly related to governmental functions. Even the staff services (personnel, budgeting, administrative analysis) in which political scientists formerly found employment are now coming to be dominated by psychologists, economists, accountants, statisticians, and business graduates.

Program Proposal:

- A. In view of the foregoing, I suggest that we develop a program which would (a) admit a limited number of carefully selected students with public service career aspirations at the beginning of the Junior year (b) provide a curriculum combining a specialized field with other appropriate studies, and, (c) after six semesters culminate in the award of the M.P.A. degree.
- B. Matching anticipated job market demands with visible SUNY/A resources, I conclude that the three professional specializations most easily and quickly incorporated in such a program as this would be: 1) accounting, 2) computer systems, and 3) administrative research (policy analysis). All are areas of great and continuing need in government at all levels. Job possibilities are likely to be good throughout the foreseeable future. Current University programs do not adequately prepare specialized professionals for these areas.
- C. If the program should prove as successful as I would anticipate, it could be expanded to such other fields as economics, statistics, counselling, and earth sciences. All these are areas of demand in government and fields in which SUNYA has substantial resources. There may be other areas appropriate to inclusion (nursing, recreation, geography, environmental studies, psychological testing).
- D. The curriculum(s) devised for the proposed program should, in my judgement, be highly structured in order to pack into a three year program both the development of a high degree of professional skill in the applied vocational field and the acquisition of the knowledges and insights available in various disciplines and useful in a governmental career.
- E. On the assumption that students would take approximately 26 courses in three years of full-time study, the curriculum could be divided approximately as follows:
- 7 - 10 courses in the professional-skill area of which two or three might be at the graduate level
  - 8 - 10 courses of our present M.P.A. program of which three or four might be taken in the Senior year
  - 7 - 9 courses from political science, economics, sociology, psychology, statistics, etc. which would be prescribed to complement the professional specialization and to prepare for the MPA program.
- F. It would probably be advisable to provide an obligatory once-a-week integrative seminar for all undergraduates in the program.
- G. In order to fulfill market expectations for such a unique program, both initial selection and performance requirements should be set at a high standard. (Students will ultimately have to meet the test of achievement in highly competitive civil service examinations.) Students who do not prove to have "what it takes" for a promising bureaucratic career could be eliminated from the program with a terminal B. A.

Supporting Arguments and Observations:

1. In my judgment it is virtually impossible to prepare adequately skilled professionals for the public service in any of the three fields proposed for the initial program by superimposing a customary M.P.A. program upon the usual heterogenous and insufficiently concentrated and structured undergraduate program. I see the need for qualified professionals in these fields as being largely unfilled in government until a program of the type proposed here becomes a reality.
2. There is, to my knowledge, no similar or comparable program any where. Our graduates would clearly have unique qualifications which would make them attractive to many different employers. They would be professionally specialized without being so narrowly educated as to lack flexibility and mobility.
3. The clear acknowledgement that education for the public service must be multi-disciplinary would get the Public Administration program and faculty involved with faculty in other departments in a desirable way.
4. Although the proposed program might require the restructuring of some existing courses at both undergraduate and graduate levels, I think that all three of the proposed fields could be covered with existing teaching resources. We would need courses in government accounting and auditing (but we ought to teach these anyhow) and these could doubtless be entrusted effectively to adjuncts recruited from the State service.
5. Undergraduate students appear to be increasingly "job-market" oriented. This program should attract some very capable students.
6. The abbreviation of the program leading to the M.P.A. by one graduate semester would be consonant with the announced objective of shortening the time which many students spend in formal education.
7. It would probably not be difficult to arrange summer internships in government for the limited number of students in this specialized program. This would arouse interest, facilitate job placement, and enhance the educational experience.

Next Steps:

If this proposal is approved "in principle" by PAD and GSPA, a committee should be designated to (a) negotiate with the Departments concerned and specifically Accounting and Computer Science, and (b) prepare the documentation necessary to secure the requisite approvals of the Undergraduate and Graduate Academic Councils. Note that students in this program would not satisfy the usual disciplinary concentration requirements for the B. A.

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York at Albany

M E M O R A N D U M

DATE: February 6, 1973

TO: D. Axelrod - L. Gray Cowan

FROM: Walter L. Balk

SUBJECT: New Item for Consideration in GSPA's Mission

One of my concerns is that GSPA stands to lose its viability as a graduate school in the future. The attached might be worth exploring as a means of making our program more valuable to a wider range of people and as a means of extending programs beyond traditional disciplinary boundaries.

WLB/a  
Attach/

cc: J. Heaphey



## NOTES ON A PH.D. IN ADMINISTRATION

Something society seems perennially short of in all large organizations is good administrators. GSPA is the only doctoral degree-granting school at SUNYA in the field of administration (with the exception of a highly-specialized Education Administration doctoral program). The prospects for the other professional schools to develop an administration doctoral program appear limited.

Why don't we consider enlarging our scope by offering a Ph.D. in Administration rather than the contemplated Ph.D. in Public Administration? All candidates would do a major field in General Administration. They would specialize in two areas. The first would be a career field such as:

- State and Federal Government
- Community and Local Government
- Education
- Business
- Social Services (Social Welfare, Mental Hygiene, Health)

The second specialization would be in a skill area such as:

- Management Science
- Financial and Budgetary Systems
- Organizational Behavior
- International Development

The program would emphasize problem analysis and research methodology. A thesis would be required which would relate to a problem area.


There could be several advantages to such an approach. The degree program could become the focal element of a "management school" which would do contract and residence executive training (like the MIT Sloan type) and contract research. Degree candidates would prepare for high level careers or teaching and be involved in executive training and contract research. An internship period would be part of the program.

Several advantages might accrue to SUNYA.

1. All the professional schools would benefit since the program provides an outlet for Masters Candidates and opportunities for some of their faculty to do advanced graduate teaching.
2. We might consider making the degree a SUNY-wide affair and open teaching opportunities to faculty from all centers who might want to teach here on a leave basis.
3. The training would certainly have career placement advantages because we could tailor programs to fit the job market and candidates would be visible to potential employers.
4. The faculty would be highly multidisciplinary and more predisposed to study broad social problems.

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York at Albany

Department of Public Administration

TO: Public Administration Faculty  
FROM: Don Axelrod   
DATE: February 1, 1973  
SUBJECT: Department Meeting - February 12, 1973 (MONDAY)

Judging from meager returns in the faculty poll, February 12, 1973 at 2 p.m. appears to be the most convenient time for the next meeting of the Department. We will gather in Room 137 to take up the following agenda:

1. Proposed reorganization of GSPA. Dean Cowan will join us for this discussion.
2. Scheduled move to the main campus. Sandy will take us through the intricacies of this maneuver.
3. Faculty-student colloquia.
4. Plans for commemorating the 25th Anniversary of GSPA.
5. Policy re: graduate assistantships (see attached statement).
6. Guidelines for student advisement.
7. Fall 1973 courses.
8. Admissions (see attached memo by Hal Adams).
9. Proposed new courses
  - a. Forecasting Methods and Applications (Garjuoy-Adams memo attached).
  - b. Seminar in Public Administration and Social Change in America (Brown memo attached).
10. Revisions in concentrations
  - a. Management Science (Adams memo attached).
  - b. Urban development (old business - Heikoff memo of September 18, 1972 attached).
  - c. Public finance (old business - Nunez memo of September 15, 1972 attached).
11. "Threatening decline in public finance concentration" (still unresolved - refer to attached Nunez memo of September 25, 1972).
12. Status of departmental reaction to Sherwood-Mallick Report.
13. Other?

cc: Dean Cowan  
Mr. Hazone

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York  
at Albany

M E M O R A N D U M

DATE: January 11, 1973

TO: D. Axelrod, S. Barone, L. G. Cowan  
FROM: H. Adams  
SUBJECT: Admissions

I have been on the MPA admissions review committee for a number of years now. While our procedure is good, it can perhaps benefit from some rules of thumb. I herewith suggest some.

Three main things seem relevant to evaluation: student grades, the GREs, letters of reference. Of the three, the letters of reference are the least useful in most instances. This feeling of mine is corroborated by the generally held belief in most personnel offices I am acquainted with. Save for the occasional letter which really comes to the point (e.g., "he's in the top ten per cent of the students I have known"), or the occasional letter which points out an explanation for an unusual GRE grade pattern (e.g., "he had a serious personal problem in his third year"), or the occasional letter from someone known to me personally, I generally ignore letters of recommendation.

GREs for all their faults seem to me the most useful single indicator. It would be interesting to see if this is borne out by evidence in the files on previous students. There is of course testing "wobble" in the scores. I have seen cases where a difference of fifty points occurred in two simultaneous tests of the same individual. But the GRE is a standardized test independent of the school the student came from. If a student has less than 1100 total on the combined verbal and quantitative I feel he simply hasn't the potential we'd like unless there are other clear indications that he is able to compensate for lack of potential by very high motivation or application to his studies (very good grades from a good school would be such an indication). On the other hand, I feel the GRE is probably not as useful for those who at the time of application have been out of the academic world for some time (e.g., five years). And, for those whose native language is other than English, one must look to things other than the GRE as a primary indicator. An 1100 total signifies about the top 40% and this seems to me a sensible minimum standard.

Grades in previous work reflect both the student and the school from which the grades were received. Weak schools -- which one gets to know after a bit -- tend to show up in the advanced test scores of the GRE. Simply, a weak school will give less good preparation in the student's

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Page 2

major field and this will be reflected in a weak GRE advanced test score. Generally, if a student's grades from a weak school are less than mostly A's, I doubt he's a good bet unless some reason is apparent to dispute this conclusion. For example, if the first two years were poor and the last two very good I would tend to ignore the first two. Or, in special cases, the student may have had an outside load (e.g., a job) which accounts for less than good grades: a curious variant here is the "jock phenomenon" which shows up as, in the case of football, poor Fall grades and good Spring grades. Good schools on the other hand are to be evaluated as such. Straight B's from Cornell in the last two years would seem to me to indicate good potential for graduate study.

Finally, I suggest that we are getting more and better applicants lately. This suggests a rule of thumb and a procedure. The rule is: "if in doubt, don't admit." The procedure is, wherever possible, to collect the applications in batches (say, 10 or so) for review rather than to dribble them through the review process. In this way one can hope to increase the consistency with which reviewers apply standards.

HA/alb

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York  
at Albany

M E M O R A N D U M

TO: Donald Axelrod<sup>1</sup> December 19, 1972

FROM: Harold Adams and Herbert Gerjuoy

SUBJECT: NEW COURSE: FORECASTING METHODS AND APPLICATIONS

We wish to seek approval for the addition of the following course:

Pad 62X FORECASTING METHODS AND APPLICATIONS

The use of judgemental and formal methods, of single-stage and sequential techniques. Emphasis will be placed on the applications and feasibility of forecasting in government. Special consideration will be given to the theoretical relationship between the knowledge of the past and the prediction of the future.

Topics which may be covered include: mathematical extrapolation techniques (e.g., regression, harmonic analysis, auto- and cross-covariance, input-output tables); judgemental techniques (e.g., Delphi, scenarios, gaming and simulation, cross-impacting analysis); and particular emphasis will be given to the need and methods of combining both the mathematical and judgemental methods of forecasting, and to the preferability of probabilistic and conditional statements to determinate statements about the future. Prerequisite: Pad 620 or consent of the instructor.

cc: Public Administration Faculty

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York  
at Albany

M E M O R A N D U M

DATE: November 10, 1972

TO: Don Axelrod

FROM: Brack Brown

RE: Your Oct. 30 Memo on Fall 1973, Spring 1974 Courses

My preferences for Fall 1973, Spring 1974 courses include the following:

(willing to teach) PAD 502 PA & the Political Process

(Fall 1973) PAD 661 Relevance of Foreign Administrative Experience

(Fall 1973) PAD 664 Development Administration

(Spring 1974) PAD 663 Comp. PA

(Spring 1974) PAD 6-- Proposal for a new seminar in Public Administration and Social Change in America (Advanced course, prerequisites or permission of instructor)

Purpose: To examine the social framework of public administration and how the study and practice of administration affects and is affected by social change. We would ask such questions as (a) how and where do people learn about public administration, (b) what do they expect from PA, (c) how do they evaluate PA, (d) how do they challenge PA, (e) how do they come to work in PA, (f) how do they manipulate PA and how are they manipulated by it, (g) how do private, organized social-economic activities affect the outlook, methods, procedures and programs of public administrators (through such inventions and practices as scientific management, project management, psychological testing and training, contracting, planning, etc.). We also would explore, ala Waldo, Likert, Bennis, Fromm, Ellul, etc., how modern technological, scientific changes introduced to society affect the conduct of PA and reciprocally how such changes introduced in government affect social conduct. We would explore social change in the 20th century on the basis of periodic shifts in econ, sci, pol and psych values characteristic of given periods of American development up to the present and project them into the seventies.

Sources: Explicitly we would examine the contemporary nature and scope of the problems posed to the study and practice of administration by unionism, decentralization, centralization, equity, judicial reform, consumerism, ecology, activism, tax revolts, organized dissent, racism, drugs, youth culture, women's rights, permissiveness and political surveillance.

Besides the use of literature concerning large scale organizational change, innovation and diffusion, we would examine such social typologies as the following:

1. E. H. Carr, The New Society
2. J. G. Galbraith, The New Industrial State
3. D. Waldo, The Administrative State
4. J. Burham, The Managerial Revolution
5. D. McClelland, The Achieving Society
6. G. Katona, The Mass Consumption Society
7. J. Galbraith, The Affluent Society
8. E. Etzioni, The Active Society
9. D. Michael, The Unprepared Society
10. J. Ellul, The Technological Society
11. C. P. Snow, The Two Cultures
12. K. Boulding, The Organizational Revolution
13. Bennis & Slater, The Temporary Society
14. Bertram Gross, The Great Society
15. P. Drucker, The Age of Discontinuity

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York  
at Albany

M E M O R A N D U M

December 28, 1972

TO: Don Axelrod  
FROM: Hal Adams  
SUBJECT: Requirements for MPA Concentration in  
Management Science

I feel the following description should replace that which appears in the May 1972 "Requirements for MPA Concentrations" student handout.

Management Science.

This concentration acquaints students with the methods and tools which serve as a technical basis for the evaluation and analysis used to support operational and planning decisions in government. Courses may be taken from the areas of research methodology, administrative analysis, program evaluation and analysis and substantive area seminars.

Course requirements:

1. PAD 500 - Public Administration and the Political Process
2. PAD 502 - Theories and Processes of Public Administration
3. PAD 520 - Methods of Research and Reporting
4. PAD 620 - Methods of Management Science
5. PAD 720 - Directed Research

Depending on the individual student's background any or all of the above may be waived with the written approval of the student's advisor. The directed research course is intended to be taken during the student's last semester in the program.

6-10. Five courses selected from among the following:

- PAD 571 - National Goals and Public Policy
- PAD 611 - Decision Making in Government
- PAD 621 - Quantitative Methods in Public Administration
- PAD 622 - Methods of Public Policy Analysis
- PAD 623 - Management Information Systems
- PAD 624 - Models, Simulation and Gaming
- PAD 610 - Organization Theory
- PAD 614 - Program Planning and Evaluation
- PAD 615 - Organization and Management
- PAD 616 - Applied Communications Theory
- PAD 632 - Organizational Behavior



Memorandum  
Don Axelrod  
Subject: Requirements for MPA Concentration in  
          Management Science  
December 28, 1972

- PAD 633 - Organizational Analysis and Development
- PAD 642 - Budgetary Systems
- PAD 682 - Urban Policy Planning
- PAD 683 - Policy Research for Urban Planning
- PAD 684 - Seminar in Urban Policy Analysis
- PEC 612 - Cost-Benefit Analysis
- PAD     - Public Expenditure Analysis

Other appropriate courses such as those in Political Economy and  
Computer Science.

11-12. Electives.

HWA/alb  
cc: Public Administration Faculty

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York  
At Albany

To: Donald Axelrod

September 18, 1972

From: Joseph M. Heikoff

Subject: Prerequisites in the Urban Development Concentration

Members of the Urban Development Committee suggest the following sequences for courses in planning policy, government and metropolitan affairs, and political economy that are important components of the concentration:

J. Heikoff - Planning Policy

PAD 682 Urban Planning Policy should be the basic course in this series. It should be a prerequisite for PAD 683 Policy Research for Urban Planning and PAD 684 Seminar in Urban Policy Analysis. PAD 683 needs restructuring to focus on accounts, indicators, and inventories.

J. Zimmerman - Government and Metropolitan Affairs

POS 523 Governments of Urban Areas should be the basic course in governmental institutions.

POS 624 Problems of Metropolitan Areas is a required course for the concentration and should have no prerequisites.

PAD 674 Program Seminar in Housing and Urban Renewal is a more advanced course. Students should have had at least one urban affairs oriented course before participating in the seminar. Suggested preparation includes POS 523, POS 624, or PAD 682.

D. Reeb - Political Economy

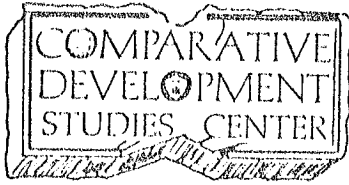
Public Administration students are generally adequately prepared to take these courses in any sequence they prefer. For those who are not well prepared, PEC 555 Metropolitan Finances and Planning might be considered the basic course.

PEC 552 Housing Economics is somewhat more technical, so PEC 555 could be taken first.

There is need for a course in economics that would provide a foundation for students in professional fields concerned with government

programs as well as for majors in economics. PAD 643 Governmental Finances was intended to be such a course. It has been taught by different faculty in different ways, however, and should now be restructured.

Students who intend to do advanced work in urban economics should also take PAD 640 Government and the Economy. This course should have an empirical orientation toward the collection and analysis of data and their application to policy making and governmental operations. It is suggested that concerned faculty in Public Administration, Political Economy and Economics meet together to redesign these two courses.



GRADUATE SCHOOL OF PUBLIC AFFAIRS  
STATE UNIVERSITY OF NEW YORK AT ALBANY

September 15, 1972

M E M O R A N D U M

TO: Faculty, Public Administration Department  
FROM: Richard I. Nunez, Chairman, Public Finance Concentration  
RE: Creating a Prerequisite in Public Finance

PROPOSAL: The course entitled PAD 643, Government Finances, should be made the basic prerequisite for all other courses in the Public Finance Concentration. This would apply to students who wish to enroll in the Public Finance Concentration and to students in other concentrations who need at least one course in public finance. To achieve this, the school catalog should be amended to read:

"Prerequisite: Pad 643 Governmental Finances, or approval of the instructor."

This should be added to all public finance courses.

Reason for Proposal:

We have discovered that students have been taking public finance courses in random order, based on hapstance and vague interest. The result has been that, in the more advanced and specialized courses, (e.g., as State-Local Fiscal Relations and Seminar in Public Revenue Policy,) professors have met students who lack basic knowledge about public finance, such as real property taxes or bonds. In order to bring the entire class up to a minimum level, the professor is forced to backtrack and teach the fundamentals before starting the major material of the course (or ignore the backtracking and talk over some students' heads). As a result, every public finance course becomes in part a course in the fundamentals, because there are students in every class who have never had a previous course in the subject. Thus, students who take several courses are exposed to the fundamentals again and again and they find it boring.

The aim of this proposal is:

- (a) Require that every student who needs at least one public finance course will take the course that exposes him to the fundamentals.
- (b) Remove from the advanced courses all students who do not have the background so they will not slow down the other students.

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Note: The phrase "or the approval of the instructor" permits flexibility. A student, without adequate background who wishes to take a specialized course (e.g., Budgetary Systems), or a student with a solid background in economics may be permitted to enroll in the advanced courses with the professor's personal approval.

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York  
at Albany

M E M O R A N D U M

September 25, 1972

TO: L. Gray Cowan, Dean

FROM: Richard I. Nunez, Chairman - Public Finance Concentration  
(Public Administration)

RE: Threatening Decline in the Public Finance Concentration

The purpose of this memorandum is to draw your attention to a trend which, if allowed to continue, will have a deleterious impact upon the quality of the Public Finance Concentration in the Public Administration Department.

The Public Finance Concentration has been, over recent years, one of the strongest concentrations within the Department. The concentration is widely respected, draws many students from state government, and turns out graduates who have reached important positions in government.

As you know, the Public Finance Concentration falls across two Departments: Economics (Political Economy) and Public Administration. Public finance is one of the available options among the MPA programs and one of the fields of examination for the DPA. It appears that the Political Economy Program in the Economics Department has been allowed to die by attrition. Events have occurred which, individually and collectively, are tending to undermine the quality of the Public Finance Concentration. To be specific:

- (a) Professor Richard Kalish has, in recent semesters, been assigned undergraduate courses. As a result, this term, Professor Kalish is teaching only one graduate course in development economics.
- (b) With the elevation of Professor Mal Bers, there will be a sharp drop in labor economics courses.
- (c) Professor Don Reeb's Leave of Absence, starting in January, means that essential courses in housing economics and regional economics will not be taught for at least a year.

Changes within the Public Administration Department have also contributed to the weakening of the quality of the Public Finance Concentration. To be specific:

- (a) When Professor Byron Hipple went on a Leave of Absence and subsequently resigned, his position was not filled. Therefore, an important course, Government Fiscal Management, has not been offered since his departure.
- (b) Professor Don Axelrod's elevation to Chairman will necessitate a cut back on the courses he can offer in this field.

I speak only of the damaging impact of this trend upon the Public Finance Concentration. However, I draw your attention to the fact that the political economy courses are essential parts of the urban/planning program (e.g., the housing economics course) and of the comparative and international program (e.g., the developmental economics course). Therefore, the withdrawal of the political economy courses will have an immediate adverse effect throughout the Public Administration Department on several programs on both the masters and doctoral levels.

Recent discussions about increasing the number of interdisciplinary programs raises the key problem that we are facing here: The department that is given the major assignment to coordinate the interdisciplinary program has no authority over the courses or professors in other departments and, therefore, the success of programs depends entirely upon the voluntary cooperation of other departments. I point this out in view of the recent discussions about proposed interdisciplinary programs leading to Master of Arts in Public Affairs and Doctor of Arts in Public Affairs.

I can offer no concrete solution to this problem. But, if a clear decline in the Public Finance Concentration is to be avoided, I offer the following suggestions:

- (a) The Economics Department be approached with an urgent plea that essential political economy courses be reinstated or offered more frequently (e.g., the cost-benefit analysis course is not offered as frequently as it had been in the past).
- (b) The University Administration be approached with a plea that the Public Administration Department be authorized to hire one or two additional faculty members in the political economy field. Perhaps we could explore the possibility of transferring some faculty members from the Economics Department.

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York at Albany

Department of Public Administration

TO: Professor Walter Goldstein, Convener, Committee on Academic Policy

FROM: Donald Axelrod, Department Chairman *DA*

DATE: December 20, 1972

SUBJECT: Proposed New Courses and Course Requirements in the Department  
of Public Administration

At two recent meetings the Department of Public Administration has approved the following new courses:

PAD 617 Administrative Management in Public Institutions

A survey, based in part on case studies, of the strategies, problems, and techniques of executive direction and facilities management in an institutional setting. After examination of the socio-cultural characteristics of an institutional setting, attention will be given to the role of the institution manager, conflicts between administrative and professional staff, financial management, personnel relations and the ordering of logistic and other support activities.

PAD 677 The Social Sciences and Public Policy

An examination of the characteristics and consequences of the linkage and interaction between the practice of social science and the making of public policy; and an evaluation of alternative ways in which this relationship might be developed to serve the public interest in both scientific and social progress.

PAD 690 Regulatory Administration

An analysis of the reasons for the growth of administrative regulation, regulatory agencies and processes, the nature of their formal legal and informal powers, organization, and procedures, and of their relationships with legislatures, chief executives, courts, and interest groups, including consumer interests. Particular emphasis will be placed upon the constitutional legal, administrative, and political issues raised by the growth and nature of regulatory administration and agencies, and proposals for change as reflected in critiques and recommended reforms in major studies made under private, and federal and state governmental auspices.

PAD 700 Productivity Seminar

The seminar includes conceptual frameworks for the measurement, motivation and planning for productivity improvement in public agencies. A review will



be made of "the state of the art" in various types of government operations. Finally some issues involving political and other institutional constraints will be covered. Open by consent of the instructor to advanced graduate students and policy-making public executives.

In addition, the Department proposes that all MPA candidates be required to take the following new research course which would also be cross-referenced to serve the needs of MAPA candidates:

PAD 520 Methods of Research and Reporting

An introduction to the scientific method, research design, gathering and organizing observations, measurement, rules and evaluation of evidence; descriptive statistics, techniques of displaying data, computer usage, organizing and writing reports, presentation of oral reports. A research paper and a class presentation based on the research will be required.

The present PAD 620 course would be reconstituted to serve as the introductory course for the management science option and at the same time would be a survey course for those outside the option who may elect it to give them some idea of what management science is all about. The revised course description follows:

PAD 620 Methods of Management Science

An introduction to probability, statistical inference, sampling, surveys, and forecasting; decision theory, control theory, models and modeling, and simulation. Emphasis will be placed on the application of the above methods to the understanding and solutions of governmental and administrative problems. A paper will be required in which the student will have an opportunity to apply methods discussed in the course. Prerequisite: PAD 520, which may also be taken concurrently.

For all entering DPA candidates, beginning in September 1973, the Department recommends an administrative experience requirement, as follows:

Administrative Experience: Prior to the award of the DPA degree each candidate shall have completed at least one year of relevant full-time employment in an administrative capacity or from four-to-six months in an internship under the supervision of the Graduate School of Public Affairs. This requirement may be waived in appropriate cases on recommendation of the Department of Public Administration.

As you know, GSPA plans to issue a new catalog with an early deadline date for the submission of changes, deletions, and additions. The Department would therefore appreciate a very early review of its proposals by the Committee on Academic Policy and the forwarding of these changes through Roy Speckhard to the Graduate Academic Council.

Many thanks for your assistance.

DA:dmp

cc: Dean Cowan, Dr. Speckhard

Committee on Academic Policy (Professors Heikoff, Nunez, Slocum, and Stelzer)

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York at Albany

MEMORANDUM

30 January 1973

TO: *Dean Cowan*  
Professor Donald Axelrod  
Chairman, Public Administration Department

FROM: V. B. Zimmermann *VBZ*

SUBJECT: A Proposed Job-Market Oriented Integrated Public Administration Program Combining Undergraduate and Graduate Work

Premise: In view of Dean Cowan's appeal the other day for innovative integrated programs, it seems appropriate to resurrect my proposal of three or four years ago for a combined undergraduate and graduate program to prepare selected students for professional careers in the public service with competence in a specialized field for which there is both need and demand.

Assumptions:

1. We can expect a reasonably good market for "generalist" public administration graduates, such as GSPA now produces, for some years to come, especially in local government. But that market seems likely to shrink significantly within four to seven years (if not sooner) and we are already seeing a perceptible gradual decline in the attractiveness of the jobs which can be obtained by the rank and file of our graduates. (There will always be good career opportunities for the exceptionally gifted regardless of the kind and quality of education they get.)
2. We can count upon a strong and continuing demand for students who combine mastery of a specific skill pertinent to a widely used occupational category--e.g. law, accounting, engineering--with a broad understanding of government, public administration and management. Discipline based programs at either undergraduate or graduate levels do not usually provide such a combination of understandings and skills.
3. Many undergraduates have elected the political science major because they have visualized it as leading to a bureaucratic career. But as our public services have become more specialized and professional, political science graduates along with those majoring in the humanities have found themselves at a disadvantage in competition with persons trained in technical disciplines or in fields more directly related to governmental functions. Even the staff services (personnel, budgeting, administrative analysis) in which political scientists formerly found employment are now coming to be dominated by psychologists, economists, accountants, statisticians, and business graduates.

Program Proposal:

- A. In view of the foregoing, I suggest that we develop a program which would (a) admit a limited number of carefully selected students with public service career aspirations at the beginning of the Junior year (b) provide a curriculum combining a specialized field with other appropriate studies, and, (c) after six semesters culminate in the award of the M.P.A. degree.
- B. Matching anticipated job market demands with visible SUNY/A resources, I conclude that the three professional specializations most easily and quickly incorporated in such a program as this would be: 1) accounting, 2) computer systems, and 3) administrative research (policy analysis). All are areas of great and continuing need in government at all levels. Job possibilities are likely to be good throughout the foreseeable future. Current University programs do not adequately prepare specialized professionals for these areas.
- C. If the program should prove as successful as I would anticipate, it could be expanded to such other fields as economics, statistics, counselling, and earth sciences. All these are areas of demand in government and fields in which SUNYA has substantial resources. There may be other areas appropriate to inclusion (nursing, recreation, geography, environmental studies, psychological testing).
- D. The curriculum(s) devised for the proposed program should, in my judgement, be highly structured in order to pack into a three year program both the development of a high degree of professional skill in the applied vocational field and the acquisition of the knowledges and insights available in various disciplines and useful in a governmental career.
- E. On the assumption that students would take approximately 26 courses in three years of full-time study, the curriculum could be divided approximately as follows:
- 7 - 10 courses in the professional-skill area of which two or three might be at the graduate level
  - 8 - 10 courses of our present M.P.A. program of which three or four might be taken in the Senior year
  - 7 - 9 courses from political science, economics, sociology, psychology, statistics, etc. which would be prescribed to complement the professional specialization and to prepare for the MPA program.
- F. It would probably be advisable to provide an obligatory once-a-week integrative seminar for all undergraduates in the program.
- G. In order to fulfill market expectations for such a unique program, both initial selection and performance requirements should be set at a high standard. (Students will ultimately have to meet the test of achievement in highly competitive civil service examinations.) Students who do not prove to have "what it takes" for a promising bureaucratic career could be eliminated from the program with a terminal B. A.

Supporting Arguments and Observations:

1. In my judgment it is virtually impossible to prepare adequately skilled professionals for the public service in any of the three fields proposed for the initial program by superimposing a customary M.P.A. program upon the usual heterogeneous and insufficiently concentrated and structured undergraduate program. I see the need for qualified professionals in these fields as being largely unfilled in government until a program of the type proposed here becomes a reality.
2. There is, to my knowledge, no similar or comparable program anywhere. Our graduates would clearly have unique qualifications which would make them attractive to many different employers. They would be professionally specialized without being so narrowly educated as to lack flexibility and mobility.
3. The clear acknowledgement that education for the public service must be multi-disciplinary would get the Public Administration program and faculty involved with faculty in other departments in a desirable way.
4. Although the proposed program might require the restructuring of some existing courses at both undergraduate and graduate levels, I think that all three of the proposed fields could be covered with existing teaching resources. We would need courses in government accounting and auditing (but we ought to teach these anyhow) and these could doubtless be entrusted effectively to adjuncts recruited from the State service.
5. Undergraduate students appear to be increasingly "job-market" oriented. This program should attract some very capable students.
6. The abbreviation of the program leading to the M.P.A. by one graduate semester would be consonant with the announced objective of shortening the time which many students spend in formal education.
7. It would probably not be difficult to arrange summer internships in government for the limited number of students in this specialized program. This would arouse interest, facilitate job placement, and enhance the educational experience.

Next Steps:

If this proposal is approved "in principle" by PAD and GSPA, a committee should be designated to (a) negotiate with the Departments concerned and specifically Accounting and Computer Science, and (b) prepare the documentation necessary to secure the requisite approvals of the Undergraduate and Graduate Academic Councils. Note that students in this program would not satisfy the usual disciplinary concentration requirements for the B. A.

*Altra papers*

GRADUATE SCHOOL OF PUBLIC AFFAIRS  
State University of New York  
at Albany

M E M O R A N D U M

January 30, 1973

TO: Members of the Committee on Academic Policy  
FROM: Dean L. Gray Cowan

Enclosed you will find the memorandum on the reorganization of the School, which I read at the Faculty Meeting, January 24, 1973.

LGC/mpw