

SIMON FRASER UNIVERSITY

S77-167

MEMORANDUM

To: SENATE

From: SENATE GRADUATE STUDIES COMMITTEE

Subject: CHANGES IN REQUIREMENTS AND
CURRICULA, FACULTY OF ARTS

Date: NOVEMBER 15, 1977

MOTION 1: Economics and Commerce

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.77-167, the proposed changes in the Department of Economics and Commerce including:

- i) Change in Ph.D. program requirements
- ii) Change in Qualifying Examinations
- iii) Change in Thesis Core and Thesis Seminar
- iv) Change in Title, ECON 837-5."

MOTION 2: MBA Program

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.77-167, the proposed change in the MBA program, including:

- i) Change of requirements
- ii) Change of title and description - MBA 601-5, MBA 603-5, MBA 699-5 and of description of MBA 605-5
- iii) New Courses: MBA 633-5 - Decision Analysis
MBA 689-5 - Special Topics in Human Behavior
MBA 690-5 - The Canadian Economy."

MOTION 3: English

"That Senate approve the changes, as set forth in S.77-167, pertaining to requirements in the English program."

MOTION 4: History

"That Senate approve the changes, as set forth in S.77-167, pertaining to History."

MOTION 5: Political Science

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.77-167, the new course, POL. 837-5 - Political Development."

MOTION 6: Sociology and Anthropology

"That Senate approve the changes, as set forth in S.77-167, pertaining to Sociology and Anthropology."

MOTION 7: Psychology

"That Senate approve and recommend approval to the Board of Governors, as set forth in S.77-167, the changes in Psychology including:

- i) Change of number and title for
PSYC 907-3 to PSYC 804-3 - Seminar in Evaluation
PSYC 906-3 to PSYC 808-3 - Advanced Topics in Evaluation
- ii) New course - PSYC 802-3 - Seminar in Assessment."

SIMON FRASER UNIVERSITY

To: Members of Senate

From: Office of the Dean
of Graduate Studies

Subject: Graduate Calendar Changes

Date: November 15, 1977

The attached Graduate Calendar Changes from the Faculty of Arts were approved by the Senate Graduate Studies Committee on November 14, 1977, and are being recommended to Senate for approval:

1. Department of Economics and Commerce
2. MBA Executive Program
3. Department of English
4. Department of History
5. Department of Political Science
6. Department of Sociology and Anthropology
7. Department of Psychology



B. Clayman
Acting Dean of Graduate Studies

mm/
encs.

SIMON FRASER UNIVERSITY

MEMORANDUM

To Dr. Bruce Clayman, Associate

Dean of Graduate Studies

Subject CURRICULUM CHANGES

From W.L. Cleveland, Associate Dean

Faculty of Arts

Date November 16, 1977

This memo is in answer to questions which were raised at the Senate Graduate Studies Committee about the new graduate courses in the Faculty of Arts.

M.B.A.

The \$500 to \$1,000 mentioned in M. Roberts' memo would be the amount required to bring the collection up to the outstanding level. The department is not requesting that this be done, but the journals could be acquired over the next few years as part of the normal book purchases of the department.

Political Science

This department has added several faculty members in the last two years. The addition of this course will not require that other courses be taught less frequently. The programme is in its nascence and few of its courses have been taught.

Psychology

- a) Library Resources - see Appendix IV of the Applied Psychology Programme.
- b) Faculty - see memo attached.

Attachment


W.L. Cleveland

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Sheila Roberts.....
..... Dean of Arts Office.....
Subject..... Graduate New Course Proposal: Psych.....
802

From..... Marilyn Bowman, Chairman,.....
..... Department of Psychology.....
Date..... November 14, 1977.....

(a) Library resources

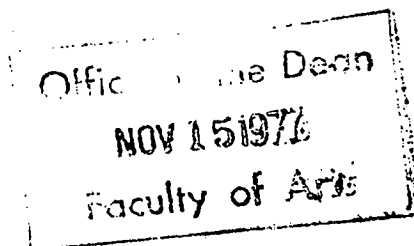
You have asked me to explain the library resources needed for this course. There will not be any major need for new acquisitions for this course, because the library already has the most important materials relating to the topic. The course was offered as a special seminar in 76-3 and in 77-3, and the instructors involved have found the library holdings essentially adequate.

(b) Faculty resources

Offering this course on a regular basis will not cause disruptions to our existing curriculum because we have been adding new faculty in the last two years.

MB/mh

Bowman



GRADUATE CALENDAR ENTRY

1978-1979

P. 53 Ph.D. Program
Degree Requirements

CHANGE OF REQUIREMENTS

From: 2. Written qualifying examination in three fields. For students specializing in Economics, these fields will consist either of separate micro- and macroeconomic theory fields and one other field in Economics or a combined macro and microeconomic theory field and two other fields in Economics. The other fields in Economics in which qualifying examinations are normally given are econometric, mathematical economics, international economics, public economics, economic history, development economics, regional economics, resource economics and labour economics. Qualifying examinations in economic theory usually encompass the topics and readings covered by ECON 800, ECON 801, ECON 805, ECON 806 and the "Departmental Economic Theory Reading Guidelines." Examinations in other fields normally encompass the topics and readings presented in the main courses in those fields and the appropriate "Departmental Field Reading Guidelines."

To: 2. Successful performance in written qualifying examinations. Students specializing in Economics must write qualifying examinations in economic theory and one other major field in Economics. In addition, students specializing in Economics must complete a minor field either by successfully taking two courses (other than Reading courses) or a qualifying examination in the minor field. The economic theory qualifying examination will consist of separate examinations in micro- and macroeconomic theory and will usually encompass the topics and readings covered by ECON 800, ECON 801, ECON 805, ECON 806 and the "Departmental Economic Theory Reading Guidelines". Qualifying examinations in other fields normally encompass the topics and readings presented in the main courses in those fields and the appropriate "Departmental Field Reading Guidelines". The fields in Economics in which courses and qualifying examinations are normally given are economic theory, econometrics, international economics,

public economics, economic history, development economics, regional economics, resource economics and labour economics."

RATIONALE: The following changes have been proposed under point 2 of the Ph.D. degree requirements on page 53 of the Graduate Studies Calendar:

1. That Ph.D. students specializing in Economics should all be required to take:

- a. a qualifying examination in economic theory. This examination is to consist of separate examinations in micro- and macro-economic theory.
- b. a qualifying examination in one other major field in Economics.
- c. a minor field. This requirement may be met either by courses or by a qualifying examination.

Previously, Ph.D. students specializing in Economics were required to take either:

- a. separate qualifying examination in micro and macro-economic theory and in one other field in Economics, or
- b. Qualifying examinations in a combined micro and macro-economic field and in two other fields in Economics.

The reasons for these changes are:

- (i) Experience has shown that as much preparation was required for the qualifying examination in the combined theory field as for the separate theory examinations. The previous system was unfair to students taking the combined theory field.
- (ii) Experience indicates that separate four hour examinations in micro- and macro-economic theory are needed in order to provide fair and adequate examination at the Ph.D. level.
- (iii) In addition to qualifying in economic theory and a second major field, Ph.D. candidates should also qualify in a third (minor) field in order to enhance their employment prospects. Generally, this requirement for a minor field will be met by taking two courses in a field and will not add to the number of courses required of Ph.D. candidates. In cases where two courses (other than

Reading courses) are not offered in the candidate's minor field, he will be required to take a qualifying examination in his minor field.

2. Mathematical economics is excluded from the list in which courses and qualifying examinations are given. The reason for excluding mathematical/economic from this list is that we do not have, and do not expect to obtain, the faculty required to teach mathematical economics at the Ph.D. level.

p. 54

CHANGE OF REQUIREMENTS

FROM: "Qualifying examinations usually will be taken after completion of appropriate course work and/or other preparation, but a student may sit for an examination after the first semester following formal admission to the Ph.D. program. This may be done whether or not specific courses recommended by the department as partial preparation for the examination have been taken. A candidate may be permitted to take a qualifying examination a second time but will not be permitted to take it a third time. One qualifying examination in economic theory must be written within three semesters and must be passed within four academic semesters of beginning the Ph.D. program. All attempts at qualifying examinations must be completed within six academic semesters of beginning the Ph.D. program.

To: "Qualifying examinations usually will be taken after completion of appropriate course work and/or other preparation, but a student may sit for an examination after the first semester following formal admission to the Ph.D. program. This may be done whether or not specific courses recommended by the department as partial preparation for the examination have been taken."

RATIONALE: The time constraints previously imposed on Ph.D. candidates for the completion of qualifying examinations will be removed. This change reflects a previous decision by the Graduate Curriculum Committee not to limit the number of times a student may attempt a qualifying examination.

CHANGE OF REQUIREMENTS

FROM: "A Thesis Proposal Seminar should be given by each candidate at an early stage in his research program. Each candidate should produce a written prospectus, distribute it to all Department members, and present it on a pre-announced date in ECON 900. This cannot be done before all comprehensive examinations have been passed; normally it should be done within two semesters of passing such examinations and at least one semester before presenting the Thesis Core and Seminar."

TO: "A Thesis Proposal Seminar should be given by each candidate at an early stage in his research program. Each candidate should produce a written prospectus, make it available to all interested Department members, and present it on a preannounced date in ECON 900."

RATIONALE: Ph.D. candidates will be allowed to present their Thesis Proposal Seminar at any stage of their program. Previously students were not allowed to present their Thesis proposal Seminar until after the completion of all qualifying examinations.

CHANGE OF REQUIREMENTS

FROM: "A Thesis Core and a Thesis Seminar should be presented by each candidate after the supervisory committee has agreed that the thesis is substantially complete but before it has formally approved it as ready for a Thesis Defence. The Thesis Core should be a short(20-30 page) paper that describes the major original contributions of the thesis (preferably in a form appropriate for journal submission) and should be distributed to all members of the Department. The Graduate Studies Committee, in consultation with the candidate's supervisory committee, will designate two other members of the Department who may submit written comments on the thesis, thesis core, and/or thesis seminar to the supervisory committee."

TO: "A Thesis Core and a Thesis Seminar should be presented by each candidate after the supervisory committee has agreed that the thesis is substantially complete but before it has formally approved it as ready for a Thesis Defence. The Thesis Core should be a paper that describes the major original contributions of the thesis (preferably in a form appropriate for journal submission) and should be made available to all

interested members of the Department. The Graduate Studies Committee, in consultation with the candidate and the candidate's supervisory committee, will designate two other members of the Department who may submit written comments on the thesis, thesis core, and/or thesis seminar to the supervisory committee."

RATIONALE: The Ph.D. Thesis Proposal and Thesis Core will be made available to interested members of the Department rather than to all members of the Department.

The Ph.D. candidate as well as his/her supervisory committee will be consulted by the Graduate Studies Committee in designating two other members of the Department to submit comments on the thesis, thesis core, and/or thesis seminar.

p. 57 ECON 837-5

CHANGE OF NAME

From: "Economic Theory"

To: "Econometric Theory"

SEE APPENDIX A

CALENDAR INFORMATION:

Department: Economics and Commerce (ECON) Course Number: 837

Title: Econometric Theory

Description: The theory of the general linear model and the implications of basic econometric problems such as multicollinearity, autocorrelated residuals, errors in variable and heteroscedasticity. The use of dummy and lagged variables. Simultaneous equation models. The identification problem. Estimation of overidentified equations.

Credit Hours: 4 Vector: _____ Prerequisite(s) if any: ECON 835-4

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____

How often will the course be offered: Often once a year

JUSTIFICATION:

RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

- Appended:
- a) Outline of the Course
 - b) An indication of the competence of the Faculty member to give the course.
 - c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

GRADUATE CALENDAR ENTRY

1978-1979

p. 61 M.B.A. Executive Program
REQUIREMENTSCHANGE OF REQUIREMENTS:

From: "To qualify for the M.B.A. degree, a candidate must successfully complete ten courses and a research report. Course work will be offered in the Fall and Spring semesters of each year, with two courses being given per semester. A research report must be prepared under faculty supervision. This work may be undertaken during a Summer Semester. The normal pattern of studies will be as follows:

Fall	Semester 1	MBA 651-5 Managerial Economics
		MBA 681-5 Small Group Behavior
Spring	Semester 2	MBA 601-5 Organization and Management Theory
		MBA 632-5 Operations Research
Summer	No formal work; private study to remedy any background deficiencies	
Fall	Semester 3	MBA 621-5 Management Information and Controls
		MBA 603-5 Socio-Technical Systems
Spring	Semester 4	MBA 605-5 Market Strategies
		MBA 695-5 Methods of Research
Summer	Semester 5	MBA 699-10 Research Project
Fall	Semester 6	MBA 607-5 Organization Policy
		MBA 691-5 Business and Society"

TO: "To qualify for the M.B.A. degree, a candidate must successfully complete ten courses and a research project. Eight of the ten courses are required of all students and two are electives. In place of the regular M.B.A. course offerings listed below students may, with the prior consent of the Program Committee, substitute equivalent graduate course work from any department in the University. Prior approval is not required for students to submit MBA 621, 633, 689, 690, 695, ECON 815, 817, 845, 846 or 847 as electives.

In order to maintain good standing within the Program, a student must demonstrate ~~minimum working competence~~ in (1) mathematics (through calculus), (2) elementary probability theory and statistics, (3) micro-economic principles, and (4) accounting. Competence will normally be demonstrated through standardized proficiency examinations, but where the student has taken substantial prior course work in the area or where he has professional qualifications pertinent to the requirement (e.g., R.I.A., C.G.A., or C.A. for accounting), the examination requirement will be waived. Non-credit review courses and independent study

materials are made available to students who either lack prior preparation or wish to re-sharpen their skills.

SUMMER		Non-credit courses and independent study to remove any background deficiencies in mathematics, statistics, micro-economic principles and reading and study skills.
FALL	Semester 1	MBA 651-5 Managerial Economics MBA 681-5 Small Group Behaviour
SPRING	Semester 2	MBA 601-5 Organizational Behaviour MBA 632-5 Operations Research
SUMMER		Non-credit course and independent study to remove any background deficiencies in accounting.
Fall	Semester 3	MBA 603-5 Organization and Management MBA 605-5 Market Strategies
SPRING	Semester 4	Elective Course 1 Elective Course 2
SUMMER	Semester 5	See Note on Page----- MBA 699-10 Research Project
FALL	Semester 6	MBA 607-5 Organization Policy MBA 691-5 Business and Society"

RATIONALE:

SEE PAGES ATTACHED

AN OVERVIEW OF PROPOSED CHANGES IN THE MBA PROGRAM

Apart from minor, editorial type revision of course descriptions and titles, there are three changes being proposed. These are (1) explicit reference to proficiency requirements in mathematics, statistics, micro-economic principles, and accounting; (2) the introduction of two elective courses for all candidates; and (3) the addition of three new courses to the list of regular MBA offerings.

With respect to the first change, course instructors have traditionally required and expected prior preparation in quantitative methods, economics, and accounting. The proposed change merely formalizes this requirement and provides a vehicle for insuring that the requisite proficiency has been attained. Examinations or professional qualifications will be used to certify students and non-credit courses, together with self-study materials will be made available for those wishing to sharpen their skills before taking the examinations.

With respect to the second change, all students now take the same ten courses and write a Research Project. We propose to require eight prescribed courses and two electives. The purpose is to introduce a limited degree of flexibility to better tailor the Program to individual student needs. It is also intended that students will probe more deeply into subjects directly related to their Research Projects. It should be noted that, in addition to the regularly listed MBA courses, students will now be permitted to take equivalent graduate course work elsewhere in the University, provided they have prior Program Committee approval.

With respect to the third change, the increased flexibility referred to above is accomplished by moving two courses (MBA 621 - Management Information Systems, and MBA 695 - Methods of Research) from required to

elective status, permission to take courses elsewhere, and the introduction of three new MBA courses. The addition of three courses does not entail the commitment of additional faculty resources since the total number of assignments remains unchanged. Whereas previously MBA 621 and MBA 695 were team taught, necessitating five faculty assignments, these courses and the three new ones being proposed will henceforth be taught by individual faculty.

The reason that MBA 621 and MBA 695 were dropped as requirements, as opposed to other candidate courses, was that under the new arrangements (especially the closer link between electives and Research Projects) they were deemed to be the least essential to maintain.

p. 62 DESCRIPTION OF MBA COURSES

MBA 601-5

CHANGE OF TITLE AND DESCRIPTION

From: "Organization and Management Theory
Analysis of the design and functioning of
organizations with enough certainty to attain a
high degree of technical rationality but enough
flexibility to cope with changes and uncertainties
in the environment."

To: "Organizational Behavior
Analysis of the design and function of organi-
zational sub-units."

SEE APPENDIX A

MBA 603-5

CHANGE OF TITLE AND DESCRIPTION

From: "Socio Technical Systems
Interaction between the firm's technological
system and social system. Effects of man-
machine relationships on productivity and morale."

To: "Organization and Management
Analysis of the inter-relatedness of major sub-
divisions of the organization and interactions
between the organization and its environment.
The management of organizational conflict and
change."

SEE APPENDIX B

MBA 605-5

CHANGE OF DESCRIPTION

From: "Strategies by which the organization
reduces and adapts to uncertainties stemming from
elements in its product and resource markets."

To: "Strategies by which the organization reduces
and adapts to uncertainties stemming from
elements in its product and resource markets.
Students elect whether to focus on these issues
from the standpoint of solving either marketing
or financial problems."

SEE APPENDIX C

MBA 633-5

NEW COURSE Decision Analysis
Approaches to the formulation of decision problems
under uncertainty such that they can be solved
by rational methods. The evaluation of
information in the decision context.
Prerequisite: Permission of Instructor

SEE APPENDIX D

MBA 689-5

NEW COURSE Special Topics in Human Behavior
Course content, which deals with Behavioral
Analysis in Organizations, varies from semester
to semester. Specific course outlines and
bibliographies must receive prior approval of
the MBA Program Committee.

SEE APPENDIX E

MBA 690-5

NEW COURSE The Canadian Economy
An investigation of Canadian economic issues and problems, with particular emphasis on their impact on business decisions.

SEE APPENDIX F

MBA 699-5

CHANGE OF DESCRIPTION

From: "Execution of research project which was developed in MBA 695-5. Each student works under supervision of a faculty supervisor. No formal classes."

To: "Execution of research project under faculty supervision. No formal classes."

SEE APPENDIX G

RATIONALE: The change of title and description for MBA 601 and 603 relates a reallocation of material between the two courses. Both continue as required courses.

In the change of description for MBA 605 the sentence is added to reflect a somewhat narrower focus than the original description provided. This narrower focus was found to be the only practical way to teach the course.

change

The/of description for MBA 699 eliminates reference to MBA 695 which is no longer required and simplifies the wording.

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CHANGE OF COURSE TITLE AND DESCRIPTION ONLY

CALENDAR INFORMATION:

Department: M.B.A. Course Number: 601
 Title: Organizational Behavior
 Description: Analysis of the design and function of organizational sub-units.

Credit Hours: 5 Vector: N/A Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
 How often will the course be offered: _____

JUSTIFICATION:RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

- Appended: a) Outline of the Course
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 10/24/77

Faculty Graduate Studies Committee: [Signature] Date: _____

Faculty: [Signature] Date: _____

Senate Graduate Studies Committee: BPC [Signature] Date: 15 Nov/77

Senate: _____ Date: _____

SIMON FRASER UNIVERSITY

~~Non~~ Graduate Course Proposal Form

CHANGE OF COURSE TITLE AND DESCRIPTION ONLY

CALENDAR INFORMATION:Department: M.B.A. Course Number: 603Title: Organization and ManagementDescription: Analysis of the inter-relatedness of major subdivisions of the organization and interactions between the organization and its environment. The management of organizational conflict and change.Credit Hours: 5 Vector: N/A Prerequisite(s) if any: _____ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____

How often will the course be offered: _____

JUSTIFICATION:RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

- Appended:
- a) Outline of the Course
 - b) An indication of the competence of the Faculty member to give the course.
 - c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 10/24/77Faculty Graduate Studies Committee: [Signature] Date: _____Faculty: [Signature] Date: _____Senate Graduate Studies Committee: BPCayman Date: 15 Nov 77

Senate: _____ Date: _____

SIMON FRASER UNIVERSITY

New Graduate Course Proposal Form

CHANGE OF DESCRIPTION ONLY

CALENDAR INFORMATION:Department: M.B.A. Course Number: 605Title: Market StrategiesDescription: Strategies by which the organization reduces and adapts to uncertainties stemming from elements in its products and resource markets. Students elect whether to focus on these issues from the standpoint of solving either marketing or financial problems.

Credit Hours: _____ Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____

How often will the course be offered: _____

JUSTIFICATION:RESOURCES:

Which Faculty member will normally teach the course: _____

What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 12/14/77Faculty Graduate Studies Committee: [Signature] Date: _____Faculty: [Signature] Date: _____Senate Graduate Studies Committee: BPC Chapman Date: 15 Nov 77

Senate: _____ Date: _____

SIMON FRASER UNIVERSITY

New Graduate Course Proposal FormCALENDAR INFORMATION:

Department: M.B.A. Course Number: 633
 Title: Decision Analysis
 Description: Approaches to the formulation of decision problems under uncertainty such that they can be solved by rational methods. The evaluation of information in the decision context.
 Credit Hours: 5 Vector: N/A Prerequisite(s) if any: permission of the instructor

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-15 When will the course first be offered: Spring 1979
 How often will the course be offered: not more than once per year

JUSTIFICATION:

The introduction of limited electives to enable students to do advanced study in fields of personal interest and to better prepare them for the undertaking of research projects.

RESOURCES:

Which Faculty member will normally teach the course: B. Schoner, D. Granot, P. Cheng, R. Vergin
 What are the budgetary implications of mounting the course: none E. Love

Are there sufficient Library resources (append details): yes

Appended: a) Outline of the Course
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 10/24/78
 Faculty Graduate Studies Committee: [Signature] Date:
 Faculty: [Signature] Date:
 Senate Graduate Studies Committee: BPClayman Date: 15 Nov/77
 Senate: Date:

M.B.A. 633 - Decision Analysis

Outline

1. Review of probability.
2. Elements of the decision problem - states, probability measures, actions and consequences.
3. Decision criteria, opportunity losses, decision trees.
4. Utility theory, certainty equivalents, derivation of utility.
5. Decision with information, cost of information, benefits of information.
6. Binomial sampling.
7. Sampling with continuous prior.
8. Approximation procedures.

Suggested Text

Introduction to Decision Theory, by R. Morgan Jones.

MBA 633 - Decision Analysis

Selected Bibliography:

Aitchison, J., Choice Against Chance; An Introduction to Statistical Decision Theory. Addison-Wesley, 1970.

Keeney, R. L. and Raiffa, H., Decisions With Multiple Objectives. Wiley, 1976.

Lindley, D. V., Making Decisions. Wiley, 1971.

Luce, R. Duncan and Raiffa, Howard, Games and Decisions. Wiley, 1966.

Morris, W. T., The Analysis of Managerial Decisions. Irwin, 1964

Schleifer, R., Analysis of Decisions Under Uncertainty. McGraw-Hill, 1969.

MBA 633 - Decision Analysis

Bertram Schoner, B. Eng. (McGill), M.B.A.(Western Ontario), Ph.D. (Stanford).
Has taught undergraduate and graduate courses in related area
at S.F.U. and elsewhere. Has papers in the area.

Daniel Granot, B.Sc., M.Sc. (Technion, Haifa), Ph.D. (Texas)
Has numerous papers in the area and has taught related courses
at U.B.C. .

C. Ernest Love, B. Eng., M.B.A. (McMaster), Ph.D. (London)
Published in the area and has taught the related courses at
graduate and undergraduate level.

Roger C. Vergin, B.A., M.S., Ph.D. (Minnesota)
Published in the area and has taught the related courses at
graduate and undergraduate level.

Pao Lun Cheng, B.S. (National Chiao-Tung), M.A.(Missouri), Ph.D. (Wisconsin)
Published in the area and has taught the related courses at
graduate and undergraduate level.

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Dr. John Herzog
..... Dept. of Economics & Commerce
Subject..... Library holdings in Decision analysis

From..... Mary Roberts
..... Soc. Sci. - Library
Date..... October 25, 1977

mgm 622 Decision Analysis

The library has the standard reference works in the commerce and economics fields, one of which is Business information sources, by Lorna Daniells, Librarian of the Baker Library at Harvard. Attached is a copy of her chapter on management science and statistical methods, which lists core books, reference works, abstracting services and periodicals, with SFU holdings indicated.

BOOKS

It can be seen from Daniells' small but representative sample that SFU Library has good holdings of books in this area. There are approximately 300 titles listed in the card catalogue under the heading "Decision-making", most of them in the following classification categories:

HD 20.4	Management - operations research aspects
HD 69 D4	Management - decision-making aspects
HM 251	Group decision-making
HF 5006	Utility theory - mathematical models
T 57.7	Mathematical programming
HB 74	Economic choice

In addition there are books on decision-making in higher education, classified with education in LB, decision-making in public administration, classified in JL, etc.

12 bibliographies are listed under "Decision-making - Bibliographies". Copies of these catalogue cards are on the enclosed sheets marked "Card catalogue".

10 titles are listed under the heading "Decision logic tables."

There are 75 titles in the card catalogue under the heading "Statistical decision", in the following areas:

QA 270's	Probability and statistical decision-making
HA 29	Statistics
HD 20.9	Operations research for management
T 57.83	Dynamic programming
Q 327	Pattern classification
HD 61	Risk

Dr. John Herzog

October 25, 1977

I should add that Kit Silcox spoke to me recently about the importance of material on decision-making for his courses, so I had a list checked and ordered some recent titles from it. These should now be in process.

INDEXES AND ABSTRACTING SERVICES

SFU Library has all those mentioned in Daniells' list. In addition, articles appear in the following indexes and abstracts under headings such as "Decision analysis", "Decision theory", and "Decisionmaking":

- Canadian Business Periodicals Index
- Public Affairs Information Service. Bulletin.
- Social Science Citation Index
- Business Periodicals Index
- Work Related Abstracts
- Personnel Literature
- A.G. Bush Library Abstracts
- Personnel Management Abstracts
- Accountants' Index

These are described and holdings listed in the attached library guide Commerce indexes, abstracts and loose-leaf services. Further references are available through Bibliographic Index (see attached pages from 1975 and 1976 volumes).

PERIODICALS

The library lacks 3 titles mentioned by Daniells, 2 in the operations research field. Backfiles would have to be completed for several other titles. The library has good supporting files of other periodicals such as Administrative Science Quarterly, Management Decision, Econometrica, etc.

CONCLUSION

In general, it appears that the library's holdings of books and reference materials would be adequate to support a 600-level course on decision analysis. If the course is approved, periodical holdings should be strengthened by adding at least 2 more titles and filling in existing backfiles. Estimated expenditure for backfiles would be between \$500 and \$1000.

Dr. John Herzog

October 25, 1977

I hope this is the sort of information you were asking for; if not, please let me know. Also, please let me know if the course is approved, so I can start buying.

MR:vk

Encl.

SINON FRASER UNIVERSITY

New Graduate Course Proposal FormCALENDAR INFORMATION:Department: MBA Course Number: 689Title: Special Topics in Human BehaviorDescription: Course content, which deals with Behavioral Analysis in Organizations, varies from semester to semester. Specific course outlines and bibliographies must receive prior approval of the MBA Program Committee.Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____ENROLLMENT AND SCHEDULING:Estimated Enrollment: 5-15 When will the course first be offered: Spring 1979How often will the course be offered: Not more than once per yearJUSTIFICATION:The introduction of limited electives to enable students to do advanced study in fields of personal interests and to better prepare them for the undertaking of research projects.RESOURCES:Which Faculty member will normally teach the course: Varied - all faculty qualified in Behavioral Analysis subjects are eligible to offer the course (see attached).
What are the budgetary implications of mounting the course: _____NoneAre there sufficient Library resources (append details): YesAppended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resourcesApproved: Departmental Graduate Studies Committee: [Signature] Date: 10/24/77Faculty Graduate Studies Committee: [Signature] Date: _____Faculty: [Signature] Date: _____Senate Graduate Studies Committee: [Signature] Date: 15 Nov/77

Senate: _____ Date: _____

MBA 689 - Special Topics in Human Behavior

Faculty qualified to offer MBA 689 are:

Professors: George C. Hoyt, A.B. (Stan.), M.A. (Chic.), Ph.D. (Calif., Berkeley).

Thomas T. Paterson, B.Sc. (Edin.), Ph.D. (Camb.).

Associate Professors: I. Robert Andrews, B.S. (Ill.), Ph.D., (Calif., Berkeley).

Lawrence T. Pinfield, B.Sc., (Leeds), M.S. (Carnegie), Ph.D. (Stan.)

Robert Rogow, B.S. (Rutgers), M.A. (Wis.), Ph.D. (N.Y.).

Assistant Professors: M. Elizabeth McGill, B.S.R., Ph.D. (Br. Col.).

A. Clifford Silcox, B.A.Sc., M.A.Sc. (Wat.). Ph.D. (Kansas)

All of the above faculty hold the Ph.D. degree and are specialized in both teaching and research in behavioral subjects. All have offered both graduate and undergraduate courses in the field and all have previously supervised graduate research in this area.

Re: Example of M.B.A. course elective in Organizational Analysis:

"Power, Conflict and Bargaining"

- A) Course description: This course is concerned with political processes and power relationships within and among organizations, with the pre-conditions, processes and consequences of conflict and with bargaining strategies. It shall be divided into three levels of analysis. Each level shall be accompanied by cases and studies, both theoretical and empirical, intended to familiarize the student with the ongoing organizational processes of power, conflict and bargaining.

The three levels are:

- A) Intra-organizational processes in power conflict and bargaining.

Here the student will focus upon inter-departmental, inter-bureau and vertical processes in the evolution, maintenance and change of patterns of power, conflict and bargaining. The cases and studies selected may look at such issues as management succession coalitions and the management of group conflicts.

- B) Inter-organizational processes in power, conflict and bargaining: Organizations pursuing similar goals.

Here the student will focus upon transactions between business and other organizations pursuing similar goals. Cases and studies selected may look at such issues as business strategies of competition, co-optation, co-operation and bargaining, strategies of conflict resolution among social service organizations and inter-union struggles.

- C) Inter-organizational processes in power, conflict and bargaining. Organizations pursuing dissimilar goals.

Here the student will focus upon transactions between and among business and other organizations pursuing dissimilar goals in the wider organizational environment. Cases and studies selected for analysis may look at the relationships between organized labour and specific industries, and the relationships between regulatory agencies and business.

This course is intended to provide a practical synthesis for students seeking to come to terms with the organizational dynamics of the power, conflict and bargaining processes at work within differing behavioural systems. To achieve this end, the readings and discussions will bring relevant readings in history, sociology, anthropology and social psychology to bear upon an analysis of power, conflict and bargaining.

Justification:

The teaching of this course as an "elective" in the M.B.A. is promising for the following reasons:

One. A rich empirical and theoretical field awaits scrutiny. The field by focusing upon the dual themes of "control" and "change" within complex formal organizations provides the practicing manager with an area of practical concern for every day problems faced on the job.

Two. This course is and can be easily integrated into the existent course framework with the S.F.U. M.B.A. In particular this course will provide a further extension to the conflict theme pursued in "MBA 603-5 Socio-Technical Systems" and permit the student to further develop and articulate the conceptual framework taught within MBA 601-5 Organization and Management Theory.

Three. This course has practical implications for M.B.A. students seeking a suitable M.B.A. project. due to the existant rich field of empirical studies coupled with methodologies within each of the M.B.A. students, it is entirely feasible to expect this course to be an excellent one for launching projects.

The three levels of analysis, permit the student sufficient flexibility to commence an M.B.A. project from such divergent points of departure as A) role conflict models, B) case studies in the evolution of powerful organizations and, C) studies in the dynamics of union-management negotiation and bargaining.

POWER, CONFLICT, AND BARGAINING

2) RE: Library resources:

The library resources are adequate. The following
books can be drawn upon...

Texts:

Blau, P.M.

1964 Exchange and power in social life. New York:

Wiley

(especially chapter #5)

Berle, A.A.

1969 Power. New York: Harcourt, Brace & World.

Cartwright, D.

1959 Studies in social power. Ann Arbor, Michigan.

Coser, L.A.

1955 The functions of social conflict. New York:

Free Press of Glencoe.

Coleman, J.S.

1972 Power and the structure of society. New York:

Norton.

Demerath, Nicholas J. and R.A. Petersen

1967 Systems, change and conflict. New York: Free Press

Filley, A.

1975 Interpersonal conflict resolution. Glenview,
Illinois: Scott Foresman.

Gomson, W. A.

1968 Power and discontent. Homewood, Ill.: Dorsey Press.

Kahn, R. L. and E. Boulding

1964 Power and conflict in organizations. London:
Tavistock.

E. B. Mc Neil

1965 The nature of conflict. Englewood Cliffs,
N. J.: Prentice Hall

McClelland, D. C.

1975 Power. New York: Irvington.

Nagel, J. H.

1975 The descriptive analysis of power. New Haven:
Yale Univ. Press.

Robbins, S. P.

1974 Managing organizational conflict: A
nontraditional approach. N. J.: Prentice Hall

Smith, C. C.

1971 Conflict resolution: Contributions of the
behavioral sciences. Notre Dame Ind.:
University of Notre Dame Press.

Walton, R.E. and R. McKenzie

1965 A behavioral theory of labor negotiations.
An analysis of social interaction systems.
New York: McGraw Hill.

Zald, M.N.

1970 Power in organizations. Nashville,
Vanderbilt Univ. Press.

Examples of articles that can be drawn upon.

Angell, R.C.

1965 "Sociology of human conflict," In E.B. McNeil
(ed.), The nature of conflict. Englewood Cliffs, N.J.:
Prentice Hall.

Assael, H.

1969 "Constructive role of inter-organizational
conflict." Administrative Science Quarterly,
14: 573-583.

Barth, A.T.

1963 "The causes and consequences of inter-agency
conflict." Social Science Review, 37: 51-57.

Brown, J.

1956 "Union size as a function of intra-union
conflict." Human Relations, 9: 75-89.

Corwin, R.G.

1969 "Patterns of organizational conflict." *Administrative Science Quarterly* 14: 507-524.

Dahrendorf, R.

1958 "Towards a theory of social conflict." *Journal of Conflict Resolution*, 2: 170-183.

Dubin, R.

1957 "Power and union management relations." *Administrative Science Quarterly* 2: 63-74.

1965 "Industrial conflict: the power of prediction." *Industrial and labour relations Review*, 18: 352-363.

Ephron, L.R.

1961 "Group conflict in organizations: A critical appraisal of recent theories." *Berkeley Journal of Sociology*, 6: 53-72.

French, J.R.P. Jr.

1958 "Legitimate power, coercive power and observability in social influence." *Sociometry*, 21: 83-97.

French, J.R.P. Jr. and Raven B.

1959 "The bases of social power." In D. Cartwright (ed.) *Studies in Social Power*. Ann Arbor: Michigan: Univ. of Michigan Press.

Greiner, L.E.

1972 "Evolution and revolution as organizations grow." *Harvard Business Review* (July-Aug) 37-46.

Habens, A. E. and H. Potter

1967 "Organizational and societal variables in conflict resolution: An international comparison." *Human Organizations* 26: 126-131.

Haine, M.

1962 "The concept of power and the concept of man." In G.B. Stotters (ed.), *Social Science Approaches to Business Behavior*, Homewood, Ill: R.D. Irwin.

Kelley, Joe

1970 "Make conflict work for you." *Harvard Business Review* (July-Aug).

Lammers, C. J.

1969 "Strikes and mutinies: A comparative study of organizational conflict between rulers and ruled." *Administrative Science Quarterly*, 14: 558-572.

Mead, M. and Metraux, R.

1965 "The anthropology of human conflict." In E.B. McNeil (ed.), *The Nature of human conflict*. Englewood Cliffs, N.J: Prentice Hall.

Mechanic, D.

1962 "Sources of power of lower participants in complex organizations." *Administrative Science Quarterly* 7: 349-364.

Nightingale, D.

1974 "Conflict and conflict resolution." In G. Strauss et al. (eds.), *Organizational Behavior Research and Issues*. Industrial Relations Research Association, University of Wisconsin, Madison, Wisconsin.

Pandy, L.

1969 "Varieties of organizational conflict." *Administrative Science Quarterly*, 499-507.

1967 "Organizational conflict: Concepts and models." *Administrative Science Quarterly*, 12: 296-320.

Schmidt, S.M. and T.A. Kochan

1972 "Conflict: towards conceptual clarity." *Administrative Science Quarterly Review*, July, 359-370.

Strauss, G.

1963 "Some notes on power equalization." In H. J. Leavitt (ed.), *The social science of organizations*. Englewood Cliffs, N.J.: Prentice Hall.

Thompson, J. D.

1956 "Authority and power in identical organizations"
American Journal of Sociology, 62: 292-301.

Thompson, U. A.

1961 "Hierarchy, specialization and organizational
conflict." Administrative Science Quarterly
5: 485-421.

Warren, D. J.

1960 "Power visibility and conformity in
formal organizations" American Sociological
Review, 33: 951-970.

Zald, M. N.

1969 "The power and functions of boards of
directors: A Heuristical synthesis." American
Journal of Sociology, 75: 97-111.

Proposal for a Course on
Pay - Theory and Practice

Justification

A major problem facing managers is distribution of the payroll, especially so in this phase of inflation and the need to stabilize incomes and prices. My experience of teaching managers is that they want not only academic theorising on such matters but they also want to learn what they, as managers, can do in their own firms. Avoidance of poor industrial relations over pay anomalies, even strikes (in this strike-prone Province) is surely desirable. This course is designed to give them help of an immediate nature. Furthermore, it could form the basis- from work analysis- of a variety of projects for the final year submission.

Experience

As you know I have published books and papers on this subject and have installed pay plans in many parts of the world. At present I am assisting our Ministry of Education on pay structures for schools and colleges.

Library Resources

The texts named in the following outline are standard and in the library. These would be augmented by illustrative and discursive material from the many cases in my own experience, as for instance, from the Ministry of Education analysis mentioned.

Outline of Course

There are three parts which would be distributed over the 12 session course fairly equally:

PART I THE DISTRIBUTION OF INCOME

1. THEORIES OF PAY

- a) Pay (wages and salaries), methods of payment, time payments, measured day work, payment by results, incentives, hours of work, fringe benefits. Relativities, differentials, basic pay and earnings defined.
- b) Economic theories on relativities; industrial, regional, occupation, age, sex, wage levels in 'tight' or 'loose' markets, Hicks, Reynolds, Florence.

- c) Economic theories on differentials; skilled versus unskilled, qualifications, apprenticeship, labour market, changing technologies. Dunlop, Robertson.
- d) Psychological theories on differentials; capacity for discriminating expenditure and congruency with needs. Jaques.
- e) Sociological theories on differentials and relativities; distribution of innate capacities and social selection. Wootton.
- f) Socio-economic theory on differentials; concept of a 'fair day's wage for a fair day's work', evaluation of the pay for domestic needs, and congruence with evaluation of pay for status and prestige needs at work. Paterson.

2. WAGE LEVEL AND WAGE POLICY

in Depression: Keynes

in Inflation: Guillebaud, Hicks, the American Assembly.

3. WAGE SETTLEMENT

Collective bargaining, conciliation, mediation, arbitration, facilitation. Sliding scales. COLA agreements. Fringe benefits. The problem of relativities as necessarily based on differentials. Bargaining on relativities concerned mainly with marginal elements of conditions, labour market and tradition. The concept of parity. Understanding of differentials necessary to understanding relativities.

4. DIFFERENTIALS

- a) Basic pay and earnings. Confusion of value of job itself to the firm, market value of the job holders, market value of conditions. Value of the job itself as basic pay. Provided this determined (as near as possible objectively) the others are bargained.
- b) The theory of differentials and its universality. Work as kinds of decision, organized in decision bands. The exponential distribution of basic pays in any enterprise. Payroll and pay structure. Failure to conform with theory leads to poor industrial relations.
- c) International comparisons -- relativities -- based on differentials. A re-statement of the Pareto distribution; not stochastic.

5. TRENDS

Changes brought about by trade union activity, government policies, inflation and depression, new technologies; PRB moving to time rates. Unbalanced relativities and strikes. Local, regional, provincial and national parity. Oligopolies, powerful trade unions and national pay structures. The 'fair share of the pie' in an affluent society. The relation between distributed profits and payroll.

PART II JOB EVALUATION

1. Pay is given for the job not for the skill or qualifications brought to it nor for the physical conditions, nor for so called responsibility. The job is work done, ie., action. All action is the result of decision-making. Decision-making is the one factor common to all jobs. The trend to reduce to a minimum the number of factors used in comparing jobs.
2. Job Evaluation. Methods and critique. Qualitative and quantitative methods, the latter merely numerically designating factors of highly subjective nature.
 - a) Ranking; card-sorting and paired comparison. Factors different for different occupations. Impossibility for one person to know all jobs in other than the smallest firm. Highly subjective, cannot stand up to trade union scrutiny.
 - b) Classification; different factors selected for different classes of jobs. Cannot be fair and applicable to all jobs equally. The U.S. Public Service scheme based on 'word figments', present chaos. The International Office Management scheme. The Swedish National Classification scheme.
 - c) Point; most common method. Factors selected subjectively and weighted subjectively, points allocated subjectively. Summation of factors, to give total point ranking, logically impossible. No theoretical relation of points to pay.
 - d) Factor Comparison; now little used. A variation of the point method with dollars/cents attached to factors. Even more subjective than point.
 - e) Guide Chart-Profile; extensively used. A variation of the point method. Six factors orthogonally related in pairs -- an impossibility -- and subjectively weighted and rated. Inapplicable to shop floor work, applied only to managerial jobs and dependent upon salary surveys.
 - f) Salary Surveys; highly subjective. Fallacies because of differences inherent in titles, organizational structure, payroll curves, region and industry. Examples from recent B. C. problems.

Texts: Belcher, Wage and Salary Administration
Paterson, Job Evaluation, Vols. I and II

PART III PAY STRUCTURES

1. Work. Decision procedures, feedforward as well as feedback, decision complex. Kinds of decision or bands, decision systems or structure.
2. Work Analysis. Participation of job holder, trade union participation. Sampling, job sheet. Interviews, kinds of questions, use of words. Task Analysis Form. The Grading Conference. Sub-grading, decision-count, count-decision technique, ranking.
3. Job Assessment; the committee. Decision on pay structure, slope of curve, grade and sub-grade overlap, pay anomalies, contingency payments conditions, labour market, fringe benefits. Calculating existing pay curve, the grade box. Adjusted pay curve and pay scales, timing. Calculation of effect of cost-of-living index.
4. Incentives
 - a) Shop floor and office. The need for basic pay structure before establishing incentives. Piece-rate systems, Weir-Halsey, etc. Group incentive schemes, Volvo and other experiments, premium plans. Time rates and measured day work. Productivity bargaining.
 - b) Job structuring as economy of grading--optimum use of human resources and corresponding pay.
 - c) Managerial incentives. Relation of pay to structure, promotion and pay scales, federated pay structures, non-monetary incentives.
5. Work Analysis and Management. The central position of work to organization, job structuring, managerial styles, selection, manpower planning, training and development, merit-rating, performance appraisal, job evaluation, incentives, productivity bargaining, pay negotiation, earnings.

Text: Paterson, Job Evaluation Vol II

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form

CALENDAR INFORMATION:

Department: M.B.A. Course Number: 690
 Title: The Canadian Economy
 Description: An investigation of Canadian economic issues and problems, with particular emphasis on their impact on business decisions.
 Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-15 When will the course first be offered: Spring 1979
 How often will the course be offered: not more than once per year

JUSTIFICATION:

The introduction of limited electives to enable students to do advanced study in fields of personal interest and to better prepare them for the undertaking of research projects.

RESOURCES:

Which Faculty member will normally teach the course: P. Copes, J. Dean, R. Schwindt
 What are the budgetary implications of mounting the course: none

Are there sufficient Library resources (append details): yes

Appended: a) Outline of the Course
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 11/14/77
 Faculty Graduate Studies Committee: [Signature] Date: _____
 Faculty: [Signature] Date: _____
 Senate Graduate Studies Committee: BPC Chapman Date: 15 Nov/77
 Senate: _____ Date: _____

Parzival Copes, Professor, B.A., M.A. (Brit. Col.), Ph. D. (London);
Has taught at both undergraduate and graduate levels in this
are at S.F.U. and elsewhere. Has published in the field,
particularly dealing with regional economic problems.

James W. Dean, Assoc. Professor, B.Sc. (Carleton), M.A. Ph.D. (Harvard);
Has taught graduate and undergraduate courses in macroeconomic
theory, banking and monetary theory, and has supervised graduate
theses in the area. Has published extensively in monetary theory
and banking.

Richard Schwindt, Assist. Professor, A.B., Ph.D. (California, Berkeley);
Has taught graduate and undergraduate courses in industrial
organization and undergraduate courses in international trade.
Has supervised theses and M.B.A. research projects in these
areas and has contributed regularly to literature in industrial
organization and banking.

SIMON FRASER UNIVERSITY

Graduate Course Proposal Form

CHANGE OF COURSE DESCRIPTION ONLY

CALENDAR INFORMATION:

Department: M.B.A. Course Number: 699
 Title: Research Project
 Description: Execution of research project under faculty supervision.
No formal classes.
 Credit Hours: 10 Vector: N/A. Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: _____ When will the course first be offered: _____
 How often will the course be offered: _____

JUSTIFICATION:RESOURCES:

Which Faculty member will normally teach the course: _____
 What are the budgetary implications of mounting the course: _____

Are there sufficient Library resources (append details): _____

Appended: a) Outline of the Course
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources

Approved: Departmental Graduate Studies Committee: [Signature] Date: 10/24/77
 Faculty Graduate Studies Committee: [Signature] Date: _____
 Faculty: [Signature] Date: _____
 Senate Graduate Studies Committee: BPC [Signature] Date: 15 Nov/77
 Senate: _____ Date: _____

1978-1979

p. 70

Change of Descrip-FROM: "At least one of the student's minor
tion: areas must be in literature preceding the
nineteenth century."

TO: "At least one of the student's four areas
should include the study of a substantial
number of works written before 1800."

RATIONALE:

The Graduate Calendar currently states that "At least one of the student's minor areas must be in literature proceeding in nineteenth century." This presents two problems: first, the intent of the wording seems to have been that one of the student's four areas must be pre-1800; second, this wording tends to dictate that at least one minor field must be defined in chronological terms. In order to overcome these obstacles, it should be understood that one of the student's four areas should include the study of a substantial number of works written before 1800. The change of wording makes it clear.

p. 70 Examination

FROM: "Before the end of the third semester the student must take four written examinations, with the option of submitting an essay in lieu of one of them on a topic in one of the minor areas chosen in consultation with the senior supervisor. One of the written examinations must be on the major area. Works of literature and scholarship on which the examination is centered must be specified by the Senior Supervisor six months in advance of any examination, unless the student waives this requirement. Before the end of the semester following that in which all written examinations have been passed, the student is examined orally in the major area and two of the minor areas. Should the student fail any part of either the written or the oral examination, the Graduate Program Committee may give permission for reexamination on that part no later than one semester after the failure."

TO: "Before the end of the fifth semester the student must take four written examinations, at least one of these by the end of the third semester. The major area and at least one minor area must be examined formally. One of the three minor field examinations must be written as an essay on a topic chosen in consultation with the examiners and the senior supervisor; a second

minor field may be examined with an essay, by agreement of the examiners and the supervisor. Works of literature and scholarship on which the examination is centered must be specified by the Senior Supervisor six months in advance of any examination, unless the student waives this requirement. Within two weeks from the date on which each formal or essay examination is passed the student is examined orally in the area covered by the examination. In cases where the mark has been deferred until the oral examination, the latter will be chaired by the Graduate Program Chairman or his deputy. Should the student fail any part of either the written or the oral examination, the Graduate Program Committee may give permission for re-examination on that part no later than one semester after the failure."

RATIONALE: It has proved unreasonable to expect student's to have completed all four examinations by the third semester in residence. The new wording states that at least one examination should be completed by the third semester and the rest by the fifth. Because students are not required to take formal seminars, it has seemed advantageous to students and faculty, to require one minor field examination in essay format, with an option to take the second in the same manner. The major field and at least one minor field are still examined formally. The calendar description of the oral examination is ambiguous: it may be read to mean that no oral be held until all written examinations have been completed, and even that a single oral be held to cover three of the four fields (but always including the major). Yet it is felt such reading does not reflect the spirit of the statement. Because of the highly individualistic nature of the program, and of the extension now of the examination period over five semesters, it has seemed advantageous to both parties to arrange an oral to follow immediately on the completion of each field examination, with no option to omit one minor field, and to regard the oral in each case not as a final hurdle but as an extension of the written and a check upon it. The device for providing a neutral chairman of an oral in doubtful cases is included in the interests of fairness to the student.

Department of History - Graduate Calendar Entry

AREAS OF STUDY - Page 81

FROM:

The Department of History offers opportunities for graduate research leading to the M.A. and Ph.D. degrees. For the M.A. degree, the major areas of study are Canada, the Americas, Europe, and Afro-Asia. For the Ph.D. degree, the major areas of study are Colonialism and Imperialism, Canada, Afro-Asia, and Europe. Only those students who wish to specialize in one of the specific fields within these general areas (as listed on the following page) will be considered for admission to the M.A. or Ph.D. programs. Although the student's stated research priority may conform to one of the specializations listed, the department reserves the right to accept candidates within a specialization only when a qualified supervisor is available and university resources (including library facilities) are deemed adequate.

TO:

The Department of History offers opportunities for graduate research leading to the M.A. and Ph.D. degrees. The major areas of study are Colonialism and Imperialism, Canada, the Americas, Afro-Asia, and Europe. Only those students who wish to specialize in one of the specific fields within these general areas (as listed on the following page) will be considered for admission to the M.A. or Ph.D. programs. Although the student's stated research priority may conform to one of the specializations listed, the department reserves the right to accept candidates within a specialization only when a qualified supervisor is available and university resources (including library facilities) are deemed adequate.

RATIONALE:

We have suppressed the distinction between major fields of study for the M.A. and Ph.D. degrees. The "Americas" are now offered at both the M.A. and Ph.D. levels. There are two reasons for this:

- 1) We are already offering fields of study at the Ph.D. level in the Americas under the title of Colonial and Imperial Studies (European Expansion into the Americas, and Imperialism and new Colonialism in Modern Latin America).
- 2) We have developed strong faculty in the areas: two Associate Professor in U.S., and two Latin America and now feel capable of doctoral supervision in both U.S., (2 Associates, 2 Assistants) and in Latin America (2 Associates complemented by a strong Latin American area studies program).

Department of History - Graduate Calendar Entry

M.A. PROGRAM

CONDITIONS OF ADMISSION - Page 81

FROM: Canada: British North America to Confederation
 Canada Since Confederation

TO: Canada: British Columbia
 British North America to Confederation
 Canada Since Confederation

RATIONALE: British Columbia was never excluded but never specifically mentioned. It appears, of course, subnamed under British North America to Confederation and Canada Since Confederation in both programs. Since most of our graduate students in Canadian history actually do their thesis work in British Columbia and we are able to supervise, not always as strongly as we would wish, in that area, we should specify it as an area of study.

Department of History - Graduate Calendar Entry

PROGRAM OF STUDY - Page 82

DELETE: An ongoing non-credit seminar on research in progress will be applicable each semester for all students enrolled in HIST 898.

RATIONALE: We are not deleting History 898, which remains in the Calendar. We are only deleting reference for a special informal seminar for students in the initial stages of preparing their theses. Because we have so few students in the department at any one time who are at this stage, there has never been any demand for the seminar

PH.D. PROGRAM

GENERAL - Page 84

FROM:	Canadian Studies:	British North America to Confederation Canada Since Confederation
TO:	Canadian Studies:	British Columbia British North America to Confederation Canada Since Confederation

RATIONALE: Refer to rationale under Areas of Study, Page 81.

PH.D. PROGRAM

GENERAL - Page 84

FROM: European Studies: European International Relations since the
Early Nineteenth Century
Germany since the Eighteenth Century
Russia: Nineteenth Century Social; Late Imperial;
Early Bolshevik Foreign Policy

TO: European Studies: European International Relations since the
Early Nineteenth Century
European Social History since the Seventeenth Century
Germany since the Eighteenth Century
Russia: Late imperial; Early Bolshevik Foreign Policy

RATIONALE: Previous Ph.D. Offerings in European history did not adequately reflect the specialties of many of our professors in the field. We have several historians including C.R. Day, J. Hutchinson, M. Kitchen, and M. McDougall, all of whom work primarily in the field of European Social History.

Department of History - Graduate Calendar Entry

PROGRAM OF STUDY - Page 84

DELETE:

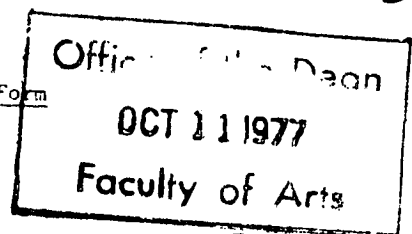
No formal course work is required of students in Canadian Studies, Afro-Asian Studies, and European Studies. Students in Colonial and Imperial Studies will be required to complete HIST 881 and HIST 882.

An ongoing non-credit seminar on research in progress will be available each semester for all students enrolled in HIST 899.

RATIONALE:

(Please note that "No formal course work is required of students" has been inserted in paragraph one under Program Of Study.) The program was altered in 1975 to require some Ph.D. students (those in Colonial and Imperial Studies) to take formal course work. That change has not proven useful and we wish to put students in that area back to a position identical to other Ph.D. students.

SIMON FRASER UNIVERSITY
New Graduate Course Proposal Form



CALENDAR INFORMATION:

Department: POLITICAL SCIENCE

Course Number: POL. 837

Title: Political Development

Description: This course will examine various conceptions and approaches to the study of political development. It will also intensively examine various themes and areas where the phenomenon of political development can be fruitfully studied.

Credit Hours: 5 Vector: 5-0 Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 5-7 When will the course first be offered: 1978-3

How often will the course be offered: At least once in three Semesters

JUSTIFICATION:

Political Development is now considered to be one of the major areas of study within the discipline of Political Science. At the undergraduate level there is quite a lot of student interest in the subject and it can now be fruitfully developed at the graduate level. In the Department there are now three faculty members who have been doing research in the field of Political Development and have also come out with significant publications.

RESOURCES:

Which Faculty member will normally teach the course: M. Covell; T. Cohn; and A.H. Somjee

What are the budgetary implications of mounting the course: No additional financial requirements for teaching this course.

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: J. H. Somjee Date: Oct. 11, 1977
Faculty Graduate Studies Committee: W. T. Chantel Date: 18 Oct 77
Faculty: W. T. Chantel Date: "
Senate Graduate Studies Committee: BPC Chantel Date: 15 Nov 77
Senate: _____ Date: _____

APPENDIX A

Outline of the Course

This course will examine in detail various conceptions and approaches to the study of political development. It will also take a hard look at various dominant models used towards the understanding of political development and explore the possibility of bringing to bear fresh approaches which may overcome ethnocentric biases. For this purpose the course will analyse in detail specific themes and issues in the contexts of developing societies and evaluate the explanatory capacities of certain theoretical frameworks.

Books Recommended:

- | | |
|---------------------------|--|
| 1. Barrington Moore, Jr: | <u>Social Origins of Dictatorship and Democracy</u> |
| 2. Samuel Huntington: | <u>Political Order in Changing Societies</u> |
| 3. Huntington and Nelson: | <u>No Easy Choice: Political Participation in Developing Societies</u> |
| 4. David Apter: | <u>Politics of Modernization</u> |
| 5. F. LaMond Tullis: | <u>Politics and Social Change in the Third World</u> |
| 6. G. Almond (ed): | <u>Politics of the Developing Areas</u> |
| 7. T.R. Gurr: | <u>Why Men Rebel</u> |

APPENDIX B

An indication of the competence of the Faculty members to give the course:

M. Covell, Ph.D. (Yale)

Her research has been in the field of popular participation in the Malagasy Republic. She is also interested in problems of political development in African countries.

T. Cohn, Ph.D. (Michigan)

His area of specialization includes the politics of foreign aid and trade, global food issues, economic and political development, and international organizations through which aid is channelled to developing countries.

A.H. Samjee, Ph.D. (London)

He has extensive field-work experience in developing countries. His main area of research has been in the field of democratic process in developing societies and he has examined rural as well as urban societies from the point of view of the growth of political capacities in those societies. His longitudinal research in certain communities has helped to test rigorously certain theoretical assumptions about political development.

SIMON FRASER UNIVERSITY

MEMORANDUM

To: Dr. S. J. ... Political Science Department Subject: Library resources for proposed new graduate	From: Peter Threlfall, Library Assistant for Political Science Date: November 10, 1977
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In the absence of Helen Gray, Senior Collections Librarian for Political Science, I have endeavored below to provide details of library resources available for the proposed course, POL 837: Political Development.

In a recent examination of the Political Science collection it was found that the serials support was excellent, comprising 2168 titles, including 270 of the 593 cited in International political science abstracts; and the book collection reflects the curriculum's commitment in part to political development and therefore provides good support. Holdings relevant to this course proposal were assessed as follows:

<u>LC Class</u>	<u>Subject</u>	<u>Volumes</u>	<u>Titles</u>
HX	Socialism, Communism etc.	2683	1948
JA	General works	1160	421
JC	Political theory	2059	1551
JF	Constitutional history	693	439
JL	Latin America (pol. and gov't)	316	266
JQ	Asia (pol. and gov't)	728	659
"	Africa (pol. and gov't)	516	301

Supplementing these holdings is a total political science collection of well over 20,000 books, a history collection in excess of 70,000 books and more than 4,000 books dealing with economic and social development.

On the basis of these figures it seems that there are sufficient library resources to provide support for the proposed course. I will inform Mrs. Gray of this development when she returns and you can be assured of her further assistance in this matter.

PT/jt

CALENDAR ENTRY

1978-1979

p. 114 Degree Requirements

CHANGE OF REQUIREMENTS

FROM: "For the Ph.D., the passing of a written candidacy examination in theory and methodology is required. In addition, the student will have to present a written thesis prospectus and will undergo an oral examination on the prospectus prior to commencing work on the thesis. The candidacy examination can be taken two semesters after registration in the program at the earliest, but must be taken before the oral examination on the thesis prospectus can take place.

For both the M.A. and the Ph.D., these examinations will be given twice a year, in the mid-term of the Spring semester and mid-term of the Fall semester. Both the comprehensive and the candidacy examination and the oral on the thesis prospectus can be repeated once within one year of the first attempt if all or part of it has been unsatisfactory."

TO: "For the Ph.D., the passing of a written comprehensive examination in theory and methodology is required. In addition, the student will have to present a written thesis prospectus and will undergo an oral examination on the prospectus prior to commencing work on the thesis. The comprehensive examination can be taken two semesters after registration in the program at the earliest, but must be taken before the oral examination on the thesis prospectus can take place.

For the M.A. and the Ph.D., these examinations will be given twice a year in the middle of the Spring semester and middle of the Fall semester. Both the comprehensive examination and the oral on the thesis prospectus can be repeated once within one year of the first attempt if all or part of it has been unsatisfactory."

RATIONALE: To clarify the passage. There is only one set of exams for the Ph.D., but the use of both the words "candidacy and comprehensive" led to confusion.

DEPARTMENT OF PSYCHOLOGY

GRADUATE CALENDAR ENTRY

1978-1979

p. 110 Description of
Psychology Graduate
Courses. (PSYC)

CHANGE OF NUMBER AND TITLE

From: "PSYC 907-3 - Evaluation Techniques"

To : "PSYC 804-3- Seminar Evaluation

SEE APPENDIX A

CHANGE OF NUMBER AND TITLE

From: "PSYC 906-3 - Validation Techniques

To : "PSYC 808-3 - Advanced Topics In Evaluation

SEE APPENDIX B

RATIONALE: Psychology 906 and 907 (using the current numbers) are in integral part of our newly proposed Applied/Clinical Programme. It is desirable to group together (in terms of course number) all those courses closely related to this programme. Course number in the low 800's range are being used for this purpose and it is for this reason that it would be desirable to effect the above changes.

**CHANGE OF
NUMBER ONLY**1. CALENDAR INFORMATION:Department: PSYCHOLOGY DEPARTMENTCourse Number: 804Title: Seminar Evaluation (Previously Psyc 907-3 Evaluation Techniques)Description: Theory presented with extensive practice in techniques of program evaluationDeals with criterion development, estimation and evaluation of outcomes, and models for decision making in classification, selection and placement. Relevant for researchCredit Hours: 3 Vector: 0 3 0 Prerequisite(s) if any: _____

Permission of Instructor _____

2. ENROLLMENT AND SCHEDULING:Estimated Enrollment: 10 - 15 When will the course first be offered: Fall/78How often will the course be offered: Once a year3. JUSTIFICATION:Essential for those making decisions regarding intervention in any community setting.Core course for students specializing in quantitative psychology or intending to workin areas involving application of assessment techniques and in program evaluation and professional service concerned with results of therapy and other interventions at individual, group and institutional levels.4. RESOURCES:Which Faculty member will normally teach the course: R. Roesch, S. KsionzkyWhat are the budgetary implications of mounting the course: NoneAre there sufficient Library resources (append details): YesAppended: a) Outline of the Courseb) An indication of the competence of the Faculty member to give the coursec) Library resourcesApproved: Departmental Graduate Studies Committee: W. H. Clendinning Date: 19 Oct 1977Faculty Graduate Studies Committee: W. H. Clendinning Date: _____Faculty: W. H. Clendinning Date: _____Senate Graduate Studies Committee: B. P. C. Clendinning Date: 15 Nov 77

Senate: _____ Date: _____

**CHANGE OF
NUMBER ONLY**1. CALENDAR INFORMATION:Department: PSYCHOLOGY DEPARTMENTCourse Number: 808Title: Advanced Topics in Evaluation (Previously Psyc 906-3 Validation Techniques)Description: Theory presented with extensive practice in application of techniques that psychologists employ to determine effectiveness of various methods of assessing personality aptitudes, etc.Credit Hours: 3 Vector: 0-3-0 Prerequisite(s) if any: _____

Permission of Instructor _____

2. ENROLLMENT AND SCHEDULING:Estimated Enrollment: 10 - 15 When will the course first be offered: Fall/78How often will the course be offered: Once a year3. JUSTIFICATION:

Provides an essential background in basic theory and supervised application of validation techniques. In conjunction with Psychology 804 this course is important for those who plan to work in the community. The course will acquaint students with many of the applications of validation techniques.

4. RESOURCES:Which Faculty member will normally teach the course: R. Roesch, S. KsionzkyWhat are the budgetary implications of mounting the course: NoneAre there sufficient Library resources (append details): Yes

- Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: V.A. Moring Date: 19 Oct 1977Faculty Graduate Studies Committee: W.H. Clark Date: _____Faculty: W.H. Clark Date: _____Senate Graduate Studies Committee: B.P.C. Chapman Date: 15 Nov 77

Senate: _____ Date: _____

1. CALENDAR INFORMATION:

Department: PSYCHOLOGY DEPARTMENT Course Number: 802-3

Title: Seminar in Assessment

Description: The Clinical applications of psychological measurement
(not to be included in the calendar)

Credit Hours: 3 Vector: 0-3-0 Prerequisite(s) if any: --

2. ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 4-10 When will the course first be offered: September 1978

How often will the course be offered: Once each year in the Fall Semester

3. JUSTIFICATION:

This is a basic graduate course dealing with the use of psychological measurement techniques with populations in the real world.

4. RESOURCES:

Which Faculty member will normally teach the course: Bowman, Ksionzky, Wright

What are the budgetary implications of mounting the course: Certain paper materials involving particular psychological tests will be used up: other than that modest operating expense, no extra funds are required.

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course
c) Library resources

Approved: Departmental Graduate Studies Committee: V. A. Mordukhai Date: 19 Oct 1977

Faculty Graduate Studies Committee: W. H. H. H. Date: _____

Faculty: M. C. [Signature] Date: _____

Senate Graduate Studies Committee: BPC Chapter Date: 15 Nov 67

Senate: _____ Date: _____

Course Outline: Seminar in Assessment

1. Overview: issues concerning the translation of research on the measurement of theoretical constructs in psychology into devices and techniques useful in clinical situations.
2. Intelligence: Historical developments in theory and measurement; current theoretical and applied controversies; ethical implications of theories of intelligence.
3. Individual Intelligence Testing: The Stanford-Binet^{Binet} and the Wechsler tests; demonstration and practise with particular tests; the meaning of Wechsler subscales; the clinical applications of Wechsler analyses; issues in the preparation of psychological reports; use of other ability tests in pursuing diagnostic hypotheses.
4. Individual Personality Testing: Overview of issues; personality vs situationality; clinical vs statistical prediction; new techniques; reliability and validity; behavioral assessments.
5. Special topics: Assessment of learning disabilities; assessment of family interactions; measuring classroom behavior; evaluating levels of anxiety and depression; neuropsychological assessment.

Selected References

1. Books

- Edwards, A.J., Individual Mental Testing, part III, New York: Intext, 1975.
- Hunt, J.M^CV. Intelligence and Experience. New York: Ronald Press, 1961.
- Jackson, D.N. & Messich, S. (Eds.), Problems in human assessment. New York: M^CGraw-Hill, 1967.
- Lyman, H.B., Test scores and what they mean. New Jersey: Prentice-Hall, 1971.
- A.R. Mahrer (Eds.), New approaches to personality classification. New York: Columbia University Press, 1970.
- Megargee, E.I. (Ed.), Research in clinical assessment. New York: Harper & Row, 1966.
- Meehl, P.E.; Clinical vs statistical prediction. Minneapolis: University of Minneapolis Press, 1954.
- Mischel, W.; Personality and Assessment. New York; Wiley, 1968.
- Sattler, J.M., Assessment of Children's Intelligence. Philadelphia: Saunders, 1974.
- Wiggins, J.S.; Personality and Prediction. London: Addison-Wesley, 1973.
- Zimmerman, I.L., & Woo-Sam, J.M.; Clinical interpretation of the WAIS. New York: Grune and Stratton, 1973.

II. Selected Articles by:

Chomsky, Kamin, Zajonc, Hunt, Jensen, Montague, Galton, Burt, M^CNemar,
Wechsler, Wesman, Herrnstein, Eysenck.

Differentiation of this course from others closely related

(1) from the "Seminar in Measurement"

The new course deals much more directly with the applications of a small group of techniques to real situations; part of the course requirement consists of training students to a criterion of competence in the actual use of particular tests. This makes the new course significantly different from the Seminar in Measurement which deals virtually exclusively with theoretical issues.

There really is no other course in the department with a similar focus.

Dr. Marilyn Bowman

Associate Professor

B.A., 1961 - (Psychology) University of Alberta

M.Sc., (App.) - 1965 (Clinical Psychology) McGill University

Ph.D., 1972 - (Clinical Psychology) McGill University

Research Interests: Treatment evaluation, Drugs and behavior,
Sex-role learning

Courses Taught Include:

Psychological Assessment Procedures; Proseminar in Psychopathology
Theories of Personality; Graduate Seminar in Measurement

Teaching Interests: Assessment and treatment; Issues and Skills

Dr. Sheldon Ksionzky

Assistant Professor

B.A., 1969 - University of California, Los Angeles

Ph.D., 1974 - University of California, Los Angeles

Research Interests: Nonverbal communication, self-disclosure, therapy
evaluation

Courses Taught Include:

Psychopathology: Theories of Personality;
Evaluation Techniques Seminar; Proseminar in Personality

Teaching Interests: Psychopathology, Personality

Dr. Phillip Wright

Assistant Professor

B.Sc., 1969 - McGill University

M.A., 1971 - (Personality and Social Psychology) University of
Toronto

Ph.D., 1977 - (Clinical Psychology) McGill University

Research Interests: Nonverbal communication, personal space,
short-term memory

Courses Taught Include:

Introductory Psychology: Child Development;
Abnormal Psychology; Psychology of Personality

Teaching Interests: Cognitive psychotherapy, Adolescent learning