

Status: PENDING

PROGRAM REQUEST
Economics Graduate Minor

Last Updated: Myers, Dena Elizabeth
05/26/2011

Fiscal Unit/Academic Org	Economics - D0722
Administering College/Academic Group	Social And Behavioral Sciences
Co-administering College/Academic Group	
Semester Conversion Designation	Converted with minimal changes to program goals and/or curricular requirements (e.g., sub-plan/specialization name changes, changes in electives and/or prerequisites, minimal changes in overall structure of program, minimal or no changes in program goals or content)
Current Program/Plan Name	Economics Minor
Proposed Program/Plan Name	Economics Graduate Minor
Program/Plan Code Abbreviation	ECON-GM
Current Degree Title	

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		20	13.3	11	2.3
Required credit hours offered by the unit	Minimum	20	13.3	11	2.3
	Maximum	20	13.3	11	2.3
Required credit hours offered outside of the unit	Minimum	0	0.0	0	0.0
	Maximum	0	0.0	0	0.0
Required prerequisite credit hours not included above	Minimum	0	0.0	0	0.0
	Maximum	0	0.0	0	0.0

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? No

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- ECONOMICS@S2QConversionCoverLetter.pdf: Department Chair Letter
(Letter from Program-offering Unit. Owner: Miyazaki,Hajime)
- SemesterConversion\$ECON\$GradMinor@DGS+.PDF: GM Conversion Proposal
(Program Proposal. Owner: Miyazaki,Hajime)
- Division Cover Letter for Economics.doc: Division Letter
(Letter from the College to OAA. Owner: Mumy, Gene Elwood)

Comments

- Our Conversion Proposal Document includes Program Rationale Statement, Program Requirements, List of Semester Courses, Semester and Quarter Advising Sheet(s), Transition Policy, and Assessment Conversion. *(by Miyazaki,Hajime on 10/31/2010 04:30 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miyazaki,Hajime	11/03/2010 02:11 AM	Submitted for Approval
Approved	Vanarsdale,Sonya Renee	11/03/2010 10:07 AM	Unit Approval
Approved	Mumy, Gene Elwood	05/18/2011 09:44 PM	College Approval
Approved	Myers,Dena Elizabeth	05/26/2011 08:58 AM	GradSchool Approval
Pending Approval	Soave,Melissa A Cameron,Erin Marie	05/26/2011 08:58 AM	CAA Approval



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May 18, 2011

Chairs Arts and Sciences CCI & CAA

Dear Chairs:

At the undergraduate level the Department of Economics has two major programs:

The Bachelor of Arts Economics major
The Bachelor of Science Economics major.

In his cover letter, Department Chair Donald Haurin has explained in very careful detail the consideration given by the Department to the semester conversion plans for these two majors and the nontrivial changes made to the majors in the conversion. Economics has characterized the changes to the majors as minor, which is correct in the sense that the thrust of the two majors has not changed nor have the basic program goals. There have, however, been significant changes made.

First, the two principles courses, Microeconomics and Macroeconomics, have been decimalized into two categories, one meant to provide the service level courses demanded by several other programs in the University and the other taught at a slightly more demanding level for majors and minors. Second, in line with the more demanding math requirement at peer universities for the BA, a pre-calculus math requirement has been added for the BA degree. Third, to add more breadth and/or depth, an additional upper division elective has been added to both degrees. Finally, although Intermediate Microeconomic Theory is already decimalized into calculus and non-calculus versions, a third even more advanced version has been added for high ability BS students that will provide the basis for entry into top graduate programs in the field.

These conversion plans were reviewed by me and the Social Sciences Disciplinary Advisory Panel (SS DAP) and enthusiastically endorsed. We submit Economics' conversion plans to you for the consideration of your committees.

At the undergraduate level the Department also offers an Economics minor. The minor was recently revised to allow greater student flexibility and the only change for the semester version is the plan to direct students into the more rigorous decimalized versions of the principles courses meant for majors and minors. The SS DAP and I have reviewed the conversion plan and endorse it. As a result I submit it to you for CCI's and CAA's consideration.

At the graduate level the Department offers the Ph.D., the MA, and a Graduate Minor in Economics. Department Chair Donald Haurin explains the care taken to insure the content of these programs has been repackaged and updated to the standards of the top programs in the country, while also enabling the temporal sequencing of the program to remain unchanged. The way this has been accomplished in the Ph.D and MA programs is by taking three-quarter course sequences and repackaging them into four seven-week modules with the same contact time, which allows first and second year students to do course work in three content areas in the temporal sequence needed. As the MA only depends on successful completion of the first-year core and passing a qualifying exam at the end of the year, its structure is almost completely unchanged. After the first year, students in the Ph.D. program can do sequences of the

field courses in the same temporal order as under quarters because of the use of combinations of seven week and full fourteen week courses.

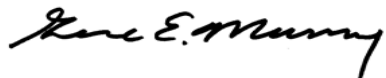
The Graduate Minor consists of courses designed for it and can be completed without taking a sequence. As a result the semester courses are straight conversions of the quarter courses.

The approval process for all Ph.D. and MA programs in SBS was that all of them were first examined and discussed for feedback and improvement by the SBS Graduate Committee, which is made up of the graduate directors. When ready for final consideration in the Division they move to the Social Sciences Disciplinary Advisory Panel (SS DAP). For other graduate programs in SBS the departments work with the associate dean and then the programs are sent to the SS DAP when ready.

The SS DAP has approved the Economics Ph.D. and MA programs after minor changes and I endorse that decision and now submit them to CAA and the Graduate School for their consideration.

The SS DAP has also approved the Economics Graduate Minor after very minor changes were made and I also endorse that decision

Sincerely,

A handwritten signature in black ink that reads "Gene E. Mumy". The signature is written in a cursive style with a large, stylized initial "G".

Gene E. Mumy
Associate Dean of Arts and Sciences/Social and Behavioral Sciences



October 13, 2010

Phone (614) 292-6701
Fax (614) 292-3906

Professor Gene Mumy, Dean
College of Arts and Sciences
Ohio State University
E-mail: mumy.1@osu.edu

Dear Gene:

Along with this letter, please find the program conversion materials for the Department of Economics.

- **List of all current programs in the department**
 - a. Undergraduate bachelors degree programs and/or majors – **Bachelor of Arts, Bachelor of Science**
 - b. Undergraduate minors - **Minor**
 - c. Undergraduate associate degree programs - **None**
 - d. Graduate degree programs – **Ph.D., M. A.**
 - e. Graduate minors – **Graduate Minor in Economics**
 - f. Graduate certificate programs - **None**
 - g. Graduate interdisciplinary specializations - **None**
 - h. Professional degree programs - **None**
 - i. Combined programs (e.g., BS/MS, Ph.D./ MD) - **None**

- **Summary of unit-level review processes for programs and courses**

Undergraduate program: this effort has been led by the Director of Undergraduate Studies (DUS), who worked closely with the Undergraduate Studies Committee (USC), the Undergraduate Coordinator, and our undergraduate advisors. The input of other members of the department, including faculty in specific areas, lecturers, and graduate students was solicited at many points in this process. It was also informed by input from undergraduates, including our assessment work. The conversion plan will also be presented before our Undergraduate Economics Society at an upcoming meeting to inform them of the changes and solicit feedback. As background, our undergraduate program consists of a BS, BA, minor, and service courses. We have a very large undergraduate program, with 500+ majors, hundreds of minors, and we provide a large amount of coursework for the GEC and to various colleges including FCOB. The standard for the discipline is that there be a set of introductory level courses (microeconomics and macroeconomics), intermediate theory courses, and courses in statistics/econometrics (more in the BS than the BA). In addition, there are a set of field courses and over the last decade we have introduced a set of topical courses (e.g., Housing Economics, Economics of Gender, Issues of the Underground Economy). We first reviewed our peer universities' economics programs and their structures and determined that our programs' underlying structures are generally consistent with current best practices, although somewhat less mathematically intensive than some of

our peers. The Undergraduate Studies Committee also explicitly explored whether a radical restructuring made sense. For instance, we discussed moving to experiment-based delivery of our principles courses, although this change is not feasible at this time because of the lack of space in the department including lab space. Given that our program largely conforms to existing best practices, we decided in favor of incremental change and determined that we should offer a curriculum that best matches OSU's variety of student abilities and interests. We discussed the issue of credit hours per class with faculty and lecturers and made decisions for individual courses, with some converting from 5 hours to 3 and others converting to 4. We considered the number of classes involved in the major and added an additional requirement to both the BA and BS. We reaffirmed the need for both a BS and BA; however, we seriously discussed whether there should be a calculus requirement for both degrees. In the end, we strengthened our math requirement in the BA, but not to the level of requiring calculus. Complementing the stronger math requirements, we also are increasingly moving to a tiered approach in our offerings. Specifically, we will offer all of our principles courses (microeconomics and macroeconomics) and intermediate courses (again microeconomics and macroeconomics) in three versions instead of two to maintain the accessibility of our courses for service purposes while addressing the needs of advanced students. We recently modified the requirements of the minor to permit greater flexibility for student choice and interests and this flexibility is being maintained. Given the size of our program, we offer most all undergraduate courses in multiple sections in AU-SP quarters. We considered the extent to which we can have multiple offerings under the semester model and the USC has addressed strategies to meet student demand given our resources. They identified a set of courses that may have to be offered in alternating years (these courses are reasonably popular and thus we do not want to drop them). During this effort the DUS submitted every course to the faculty for review and updating of the course description. Particular attention was paid to our Economic History and Econometrics courses. We met with FCOB representatives to keep them informed of our plans for the courses taken by business students. Economics has also taken the lead in discussions with all the units we work with most closely in terms of curriculum (AED Economics; the Glenn School; and International Studies) to coordinate offerings and ensure optimal course transitions. Of course, there will be additional details to work out over the coming year.

These efforts are on top of our continuous, ongoing review the undergraduate program and its delivery. Indeed there are a number of important efforts that came out of our continual review process that are already underway that will carry through under semesters. In the past two years we have paid a great deal of attention to our use of GTAs in undergraduate instruction, including new evaluation procedures (in addition to SEIs), our strategy for assigning GTAs to courses; and our staffing of large lecture-recitations classes. We have recently strengthened the ESL requirement for GTA instructors. We also have ongoing efforts, guided by the results from our assessment exercises, to increase access to both internships and research opportunities. These efforts will be pushed further as we shift to semesters. In summary, I believe that we have done a thorough review of the undergraduate program, and that we have carefully considered how to optimize the delivery of our programs under the semester model.

Summary of Changes to Undergraduate Program

Our **Bachelor of Arts** is undergoing three important changes. One change is the introduction of supplementary mathematics requirements, which we feel will both benefit our students in their subsequent coursework and bring us closer to peer institutions. We are also decimalizing our Principles of Microeconomics and Principles of Macroeconomics courses to allow smaller, more advanced sections for majors and minors (other students can be admitted with instructor permission). To ensure that the

major continues to occupy the same share of total credit hours and provide additional breadth, we are also adding a fifth elective in the major.

We have made three important changes to the **Bachelor of Science**. First, we are decimalizing our Principles of Microeconomics and Principles of Macroeconomics courses to allow smaller, more advanced sections for majors and minors (other students can be admitted with instructor permission). Second, we are further decimalizing our Intermediate Microeconomics and Macroeconomics classes to enhance the learning experience of our most capable and motivated (Bachelor of Science) students. Specifically, all of our Bachelor of Science students are required to take calculus-based (.02) sections of these courses, but we are adding an additional “Schwarzenegger” level (.03) that will cover even more advanced material. Lastly, to ensure that the major continues to occupy the same share of total credit hours and provide additional breadth, we are also adding a fifth elective in the major.

The main change to our **undergraduate minor** is the decimalization of our Principles of Microeconomics and Principles of Macroeconomics courses to allow smaller, more advanced sections for majors and minors (other students can be admitted with instructor permission).

Graduate program: this effort is led by the Director of Graduate Studies (DGS), who worked closely with the Graduate Studies Committee (GSC) in the department. The DGS and GSC conducted a thorough review of our current offering, curriculum of our peer institutions, and studied ways to improve our competitiveness in the discipline. Our effort involved faculty-wide discussions in field groups, core instructional members, and graduate faculty meetings. The DGS and I also made special effort to communicate our needs with the Graduate School, and to coordinate our program revisions with the AED Economics Ph.D. program.

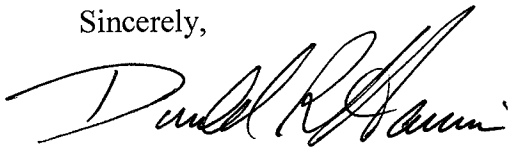
Our Ph.D. program involves three stages: a first year program of core methods and concepts (microeconomics, macroeconomics and econometrics), a second year program of field coursework, and the dissertation research development and completion in years three to five. The largest restructuring was to our core first-year curriculum, to reflect directional changes in our discipline and improved quality of applicants to our program. But, our discussions of the second and third year programs were also extensive, involving all of our eight field groups, which met separately and jointly, to determine the optimal content and delivery of our courses in the semester system. Every course’s content was reviewed and the DGS asked all faculty members involved in the graduate program to rewrite course descriptions. We embarked on comprehensive review and implementation of new policies for our graduate program a decade ago including a major outside review. We renewed the vigor of our review and implementation two years ago in anticipation of the semester conversion. Within the last 15 months, for example, we revised key requirements in our second and third year programs to enhance our students’ research potential and placement prospects.

We also offer M.A. and Graduate Minor in Economics. Consistent with the norm of our discipline, our M.A. is embedded in our Ph.D. core curriculum, and we do not have separate de novo M.A. admissions. Our M.A. is open to all Ph.D. students in our program and related OSU programs such as Finance and AED Economics. The restructuring of our core Ph.D. curriculum also enables us to streamline the delivery of M.A. examinations and course requirements. We introduced Graduate Minor in Economics three years ago, with the technical level set between a quantitative honors B.S. in economics and an M.A. in economics. We have since learned more about the need of other Ph.D. programs for our Minor. The semester conversion gave us a timely opportunity to adjust our course offerings, to enable students to complete requirements within one academic year.

Our effort at continuous innovation includes not only the mechanism to achieve a higher standard, but also the size and composition of our students in the program starting with admissions. Our entering class consists almost exclusively of fellowship recipients; we rank as one of the top graduate programs in fellowship awards at OSU. My colleagues grappled with some difficult semester conversion issues and approached them as an opportunity to improve the quality of our graduate program, and our effort will continue as we enter the semester system. At the start of this academic year, I have asked the DGS, GSC, and graduate faculty if there is a way to improve further the quality of the second year field program under the semester structure. Many of our innovations in graduate program may not appear as a creation of new courses or course structure, but more as changes in structure and implementation of the program. Concurrently we are thus undertaking the major rewrite of Policies and Procedures for Graduate Program in Economics, a 40-page constitution of our program. In summary, I believe that we have done a thorough review of the graduate program, and that we have very carefully considered how to deliver its content under semesters.

In closing, I endorse these plans and recommend their approval. I would also like to thank you personally for your guidance during this process. We have invested considerable time in determining how to proceed and your input has proven invaluable.

Sincerely,

A handwritten signature in black ink, appearing to read "Donald R. Haurin". The signature is fluid and cursive, with a large initial "D" and "H".

Donald R. Haurin
Professor and Chair

Quarter to Semester Conversion Template: Graduate Minor Program**GENERAL PROGRAM INFORMATION**

- 1. Economics**
- 2. Graduate Minor in Economics**
- 3. Department of Economics**
- 4. Graduate Minor (e)**
- 5. Converted with minimal changes to program goals and/or curricular requirements (b)**

PROGRAM REQUIREMENTS**6. List program learning goals: (Not Required for graduate programs at this time)**

The goal of Graduate Minor in Economics is to provide basic training in standard concepts and methods in graduate-level economics for Ph.D. students in disciplines other than economics. We set the scope and rigor of our Graduate Minor at the level between a quantitative honors B.S. in economics and an M.A. in economics. The program's goal is to enable non-economics Ph.D. students' access to research papers and articles in economics so that they can complement their home Ph.D. programs. Below, we list four specific curriculum goals, classified as basic, core, intermediate and advanced, all relative and within the Graduate Minor program.

- The program learning goal is to provide basic training in core concepts and methods of economic analysis for non-economics Ph.D. students; to enable their access to results and analysis in economics research in ways that complement their home Ph.D. curriculum.
- Goal 1 (Knowledge): To obtain core knowledge in microeconomics and in fields of interest such as econometrics, macroeconomics, game theory, experimental economics, economic history, international economics, and applied microeconomics fields. Classification: basic/core/intermediate/advanced within the Graduate Minor curriculum.
- Goal 2 (Proficiency): To attain technical proficiency in core methods so that non-economics Ph.D. students can access research material in microeconomics and major fields of interest in economics. Classification: basic/core/intermediate/advanced within the Graduate Minor curriculum.
- Goal 3 (Concepts and Methods): To understand the conceptual and methodological framework of theoretical and empirical analysis in core microeconomics and in major fields of economics. Classification: basic/core/intermediate/advanced within the Graduate Minor curriculum.
- Goal 4 (Research Perspective): To gain a perspective in applying economic concepts, methods and research results to graduate research in non-economics disciplines. Classification: basic/core/intermediate/advanced within the Graduate Minor curriculum.

7. List semester courses that constitute requirements and other components of the program

All courses specifically designed for Graduate Minor are 6000 level courses.

REQUIRED COURSES (at least 11 credit hours): Economics 6711 and two additional courses to be chosen from Graduate Minor core courses, Economics 6721, 6731 and 6732, or from any core/field courses listed in the economics Ph.D. curriculum

- 6711 Survey of Microeconomics (4)
- 6721 Survey of Macroeconomics (4)
- 6731 Survey of Econometric Methods I (3)
- 6732 Survey of Econometric Methods II (3)

SUPPLEMENTARY COURSES: These courses serve as technical complements or prerequisites to core Graduate Minor courses in microeconomics, macroeconomics and econometrics. Ideally these technical courses should precede core courses, but can be taken concurrently.

- 6700 Survey of Mathematical Methods in Economics (3)
- 6701 Survey of Statistical Methods in Economics (3)

8. Append a current and proposed curriculum advising sheet

CURRENT (QUARTERS)

Requirements: A student must take at least 4 courses and earn at least 20 credit hours from the set of graduate economics courses to be approved by the Economics DGS, and must earn a grade of B or better in each Economics DGS approved course. If a course allows a non-letter grade, then the student must obtain approval from the Economics DGS prior to taking the course on the basis of Satisfactory (S)/Unsatisfactory (U) and must earn an S. No qualifier examination or field examination is required for the Graduate Minor in Economics; no part of the course requirements can be partially or wholly substituted for by a qualifier examination or field examination. Two of the four courses required must be core concept and methodology courses, and one of them must be chosen from the following set of five core microeconomic theory courses:

- Economics 704 Survey of Microeconomics I
- Economics 705 Survey of Microeconomics II
- Economics 804 Microeconomics I
- Economics 805 Microeconomics II
- Economics 808 Microeconomics III

Economics 640, 740, 700 and 701 shall not be used to satisfy the course requirements of the Graduate Minor in Economics except possibly when 700 is taken concurrently with 704 per Economics DGS approval. Economics 893 (independent study), Economics 999 (Dissertation Research) and the Departmental Seminar/Workshop series are not admissible towards the Graduate Minor in Economics requirement.

PROPOSED (SEMESTERS)

Requirements: A student must take at least 3 courses and earn at least 11 credit hours from the set of graduate economics courses to be approved by the Economics DGS, and must earn a grade of B or better in each Economics DGS approved course. If a course allows a non-letter grade, the student must obtain approval from the Economics DGS prior to taking the course on the basis of Satisfactory (S)/Unsatisfactory (U) and must earn an S. No qualifier examination or field examination is required for the Graduate Minor in Economics; no part of the course requirements can be partially or wholly

substituted for by a qualifier examination or field examination. Any lecture course in the Economics Ph.D. program can be applied towards the Graduate Minor subject to the Economics DGS approval. Two of the four courses required must be core concept and methodology courses, and one of them must be chosen from the following set of five core microeconomic theory courses:

- 6711 Survey of Microeconomics (4)
- 8711 Microeconomic Theory IA (3)
- 8712 Microeconomic Theory IB (3)
- 8713 Microeconomic Theory IIA (3)
- 8714 Microeconomic Theory IIB (3)

Economics 6701 is not counted in the Minor credit hours. Either Economics 6700 or Economics 7700 (but not both) can be counted towards the Minor credit hours only if it is taken either concurrently with or as a prerequisite to one of the above core microeconomic theory course.

9. Provide a curricular map that shows how and at what level the programs courses facilitate students’ attainment of program learning goals (Not Required for graduate programs at this time)

GRADUATE MINOR CURRICULAR MAP	GRADUATE MINOR PROGRAM LEARNING GOALS			
	Goal 1 Knowledge	Goal 2 Technical Proficiency	Goal 3 Concepts & Methods	Goal 4 Research Perspective
REQUIRED COURSES (at least 11 credit hours): Economics 6711 and two additional courses to be chosen from Graduate Minor Core Courses, Economics 6711, 6721 and 6731, or from any core/field courses listed in the economics Ph.D. curriculum.				
6711 Survey of Microeconomics (4)	core	core	core	basic
6721 Survey of Macroeconomics (4)	core	core	core	basic
6731 Survey of Econometric Methods I (3)	core	core	core	basic
6732 Survey of Econometric Methods II (3)	core	core	core	core
7000 level field course in economics (3)	intermediate	intermediate	intermediate	intermediate
8000 level core course in economics (3-4)	advanced	advanced	advanced	advanced
8000 level field course in economics (3)	advanced	advanced	advanced	advanced
SUPPLEMENTARY COURSES: These courses serve as technical complements or prerequisites to core Graduate Minor courses in microeconomics, macroeconomics and econometrics. Ideally these technical courses should precede core courses, but can be taken concurrently.				
6700 Survey of Mathematical Methods in Economics (3)	core	basic	core	basic
6701 Survey of Statistical Methods in Economics (3)	core	basic	core	basic
Mathematics for Economics I (3)	advanced	intermediate	advanced	core
Mathematics for Economics II (3)	advanced	intermediate	advanced	core

10. Provide a rationale for proposed program changes and a description of how the changes will benefit students and enhance program quality.

The proposed number of courses (3) and total credit hours required (11) are smaller than the literal 2/3 translation of the current requirements, which are 4 quarter courses and 20 quarter credit hours. These changes do not signal a reduction in the quality of the Minor, but actually

an enhancement. The critical core of any economics curriculum is microeconomics and macroeconomics. Almost all students currently enrolled in the Minor take only the first of the two-quarter micro sequence (704-705) and only the first of the two-quarter macro sequence (706-707), as part of their course requirements. The proposed semester program combines each of the two-course sequences into one 4-credit hour semester course, resulting in the de facto enhancement of a student's training in micro (6711) and macro (6721). Since the rest of our graduate courses are converted by the standard semester or semester-sequence equivalent, the overall scope and availability of courses for the Minor in our program remain essentially unchanged by the semester conversion.

Date of last significant revision: 2008 (the first year of Graduate Minor in Economics approved by the Graduate School)

11. Provide a table to aid CAA reviewers

	<i># of Credit Hours Required in Current Program (Quarters)</i>	<i>Calculated Result for 2/3 of Current Quarter Credit Hours (rounded)</i>	<i># of Credit Hours Required for Proposed Program (Semesters)</i>
Total hours to complete program	20	13	11
Prerequisite hours required for admission to program which are not counted toward total hours	0	0	0
Required credit hours offered by the unit (includes dissertation)	20	13	11
Required credit hours offered outside the unit	0	0	0
Double counted credit hours that meet two or more requirements	0	0	0
Free elective credit hours	0	0	0

12. Provide a rationale for a change in credit hours if the difference is more than 4 semester credit hours. (N/A, see 10 also)

TRANSITION POLICY

13. Include a policy statement from the chair of the department / unit that assures those students who began their degree under quarters that the transition to semesters will not delay their graduation nor disrupt progress toward a degree.

Since the number of semester credit hours required for the Graduate Minor in Economics is slightly less than the 2/3 of the currently required quarter credit hours, all students currently enrolled in the Minor program will not be adversely affected in their credit hour conversions or in their progress to the Minor transcript designation, and all the currently approved Graduate Minor courses will be honored in the new semester regime. Further, the total number of courses

actually offered to the Graduate Minor students per academic year will be unchanged by the semester conversion.

ASSESSMENT CONVERSION

14. Summarize how the program's current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar: N/A

15. Means to assess effectiveness and achievement of the program. (Not Required for graduate programs at this time)

The goal of our Graduate Minor is to enable non-economics Ph.D. students to obtain substantive knowledge of theory, empirical methods and model analysis in the areas of microeconomics, macroeconomics, econometrics and their applications. Such training is intended to complement the student's home Ph.D. discipline. Because we are essentially a Ph.D.-only program, we did not have a separate stand-alone graduate curriculum meant for non-economics Ph.D. students. As a result, our courses were virtually inaccessible to anyone outside of our program and a few very closely allied Ph.D. programs, i.e., AED Economics, Finance and Accounting. We thus initiated our Graduate Minor in AY2009 to meet the potential demand by those Ph.D. students who need training at a level strictly less than our Ph.D./M.A. level but a level strictly higher than honors B.S. in economics. In this regard, the most revealing measures to evaluate the effectiveness of our Graduate Minor are the size and scope of Graduate Minor enrollment as well as the number of Graduate Minor transcript designations issued. These indirect measures will effectively monitor our effectiveness of our goal over time, namely, to translate the potential demand by Ph.D. students at large into the effective demand for graduate level training in economics. Since our Graduate Minor formally started in AY2009, we have had Ph.D. students enrolled from engineering departments, physics, consumer science, and several business school departments.

As for more direct measures to monitor our program effectiveness, we will continue the current practice, which is for our Director of Graduate Studies (DGS) to conduct detailed interviews with students at the time of application and completions as well as to hold office hours to interact with Graduate Minor enrollees. As for teaching effectiveness, we do not rely only on SEI's but also on the DGS's regular discussions with Graduate Minor instructors. We will also continue the current DGS practice of maintaining the communication network with a dozen DGS's who have professed interest in our Graduate Minor. The original Graduate Minor in Economics proposal was filed in AY 2008 at the Graduate School and Council of Academic Affairs.