

Subject: FW: RE: Economics Responses to CAA semester conversion questions
Attachments: 2680_001.pdf
Importance: High

From: Haurin, Donald [haurin.2@osu.edu]
Sent: Tuesday, June 14, 2011 9:13 PM
To: Polivka, Barbara
Cc: zerby.8@osu.edu; blackwell.4@osu.edu
Subject: RE: RE: Economics Responses to CAA semester conversion questions

Barbara,

1a. Please see the attached program description. Some additional clarification is below with examples.

First year students take the listed Core Courses.

AU: 8711, 8712, 8721 8722, 8731
SP: 8713, 8714, 8723, 8724, 8731

Notes:

8711 is offered only the first 7 weeks of the semester, 8712 is the second 7 weeks of the same semester. This pattern is repeated for the pairs of courses (8721, 8722), (8713, 8714), and (8723, 8724).

The listed technical courses are electives and we expect students to have mastered this material prior to beginning their Ph.D. program.

All second year students select two fields from among the listed fields. A field consists of three courses. Thus, an example is:

AU: Field1-course 1, Field 1-course 2, Field 2-course 1, independent study (8193)
SP: Field 1-course 2, Field 2-course 2, Field 2-course 3, independent study (8193)

Years three to five:

Coursework is completed after the second year. Thereafter, students enroll in [independent studies, advanced Ph.D. research, dissertation research: at least 10 hours], and [seminars, workshops, and colloquium: at least 20 hours]. Details are provided in the attachment.

1b. 8781 is planned to be a May course with its purpose being to assist first year students prepare for their “qualifier” exam, that is held in June.

8782 is planned to be a May course with its purpose being to assist second year students prepare for their second year field exams and/or complete their second year papers.

8783 is planned to be a May course with its purpose being to assist third year students complete their third year paper and presentation requirements.

You ask if these courses are required. The answer is no. What is required by the program for a student to remain in good standing (other than meeting the Graduate School’s requirements) is passage of the qualifier exam by the beginning of the second year, passage of the second year field exams/papers by the beginning of the third year, and passage of the third year paper requirement by the beginning of the fourth year. These courses will be aides to the students in accomplishing the goal

of meeting the program requirements.

1c. The econometrics course discussed in the transition is embedded in 8732. Currently under quarters, the material covered in this course is taught during AU quarter of a student's second year (872). The material will be moved into 8732, which is taught SP semester of a student's first year. Next year's group of second year students will be taught this material as usual in AU 2011—there is no transition issue for this group. This year's first year group of students would (if there was no conversion) take 872 in AU 2012. To accommodate their needs, we are offering an additional section of 872 in SP 2012. Thus, when this group begins semesters, they will be exactly on-track progressing toward their degree.

2. We do not have a planned terminal MA program as only students pursuing a Ph.D. are admitted. Some students receive their MA degrees as they progress toward a Ph.D. A few students discontinue studies after their first year and receive an MA if they have satisfied the requirements. Thus, some of the entering students in AU 2011 may receive MA degrees, but the transition plan described in 1c will fully accommodate their needs.

If you have further questions, please let me know.

Don Haurin
Chair, Department of Economics

From: Polivka, Barbara [mailto:bpolivka@con.ohio-state.edu]
Sent: Monday, June 13, 2011 1:45 PM
To: miyazaki.1@osu.edu
Cc: 'zerby.8@osu.edu'; Marilyn Blackwell; Corley, Richard
Subject: RE: RE: Economics undergrad proposals to CAA

Professor Miyazaki,
Henry Zerby and I are on sub-committee B of CAA and are reviewing the graduate Economics proposals for approval by CAA. We had a few items for which we'd appreciate clarification.

1. PhD program
 - a. We'd appreciate a sample plan of study for the PhD program
 - b. You note in Item #10 (pg 9/11) that students "will have four weeks of intensive, integrative review over course materials" during the May session. Can you clarify – is these required May session course? Will these courses (8781, 8782, 8783) be offered other times during the academic year? We are curious given that required course are not to be offered during the May session unless they are offered during another semester/session as well. We'd appreciate some clarification on this.
 - c. In your transition plan – you note that "one econometrics course currently taken by students in the autumn quarter of the second year may need a one-time adjustment". Can you tell us which course you are referring to and provide some additional specific information on how this will be addressed.
2. MA – we had a question if the transition issue identified above (1c) for the PhD program would apply to MA students?

If you clarify these issues in the next few days- It's possible that CAA may be able to review these proposals this Friday.
Thanks so much

Barbara J. Polivka, PhD, RN
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Specialty Track Director, Nursing and Health Systems Management
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All courses are 3 credit hours unless otherwise noted	Ph.D. Program Learning Goals			
	Goal 1 Knowledge	Goal 2 Technical Proficiency	Goal 3 Concepts & Methods	Goal 4 Research Perspective
First Year Curriculum: Core Courses				
Goal: Pass Qualifier Exams in Micro and Macroeconomics and Complete Core Econometrics Courses				
Technical/Quantitative Courses 7700 Mathematics for Economics I 7701 Mathematics for Economics II 8781 First Year Research Principles and Techniques	basic	basic	basic	basic
Core Courses (32 credit hours minimum) 8711 Microeconomic Theory IA 8712 Microeconomic Theory IB 8713 Microeconomic Theory IIA 8714 Microeconomic Theory IIB 8721 Macroeconomic Theory IA 8722 Macroeconomic Theory IB 8723 Macroeconomic Theory IIA 8724 Macroeconomic Theory IIB 8731 Econometrics I (4) 8732 Econometrics II (4)	core	core	core	core
Second Year Curriculum: Field Courses				
Goal: Pass Comprehensive Requirements in Two Chosen Fields				
Out of the 10 fields listed below, eight fields we offer plus two outside fields, a second-year student shall take two field sequences, each of which consists of three advanced courses. (18 credit hours minimum)				
Advanced Economic Theory Econometrics Macro-Monetary Economics International Economics Industrial Organization Labor Economics Public Economics Economic History Finance (offered by Finance) Development (offered by AED Economics)	intermediate	intermediate	intermediate	intermediate
A second-year student shall also take an independent study course (8193), Second Year Research Principles and Techniques (8782), and may take DGS approved courses in mathematics, statistics, finance or AED Economics.				
As partial fulfillment of the Ph.D. requirements, a student must complete at least 20 credit hours of Seminars, Workshops, and Colloquium and at least 10 credit hours of research courses including Individual Studies (8193), Advanced Ph.D. Research (8998) and Dissertation Research (8999).				

<p>Third Year Curriculum: Workshops, Seminars and Research Papers Goal: Pass the Third-Year Research Report Requirements</p>				
<p>A third-year student must enroll in at least one seminar per semester, and must present an original research paper one of the four general workshops during the academic year. A third-year student may enroll in independent study (8193) and advanced research principles and techniques (8783), and shall take elective field courses to strengthen his or her research/teaching portfolio. A third-year student may also take DGS approved courses in mathematics, statistics, finance, AED Economics and related fields.</p>				
<p>8891.1 Workshop in Economic Theory 8892.1 Workshop in Macro-Monetary Economics 8893.1 Workshop in Econometrics 8894.1 Workshop in Applied Microeconomics 8891 Seminar in Economic Theory 8892 Seminar in Macro-Monetary Economics 8893 Seminar in Econometrics 8894 Seminar in Applied Microeconomics</p>	<p>advanced</p>	<p>advanced</p>	<p>advanced</p>	<p>advanced</p>
<p>Fourth Year Curriculum: Ph.D. Candidacy Status Goal: pass the Ph.D. candidate exam by the end of May-mester, and submit a dissertation prospectus.</p>				
<p>A fourth-year student shall enroll in at least one seminar per semester, and present an original research paper in one of the four general workshops or seminars. A pre-candidacy fourth-year student may enroll in independent study and may also take a lecture course subject to the DGS approval.</p>				
<p>Fifth Year: Ph.D. graduation and placement</p>				
<p>A post-candidacy student must take 3 credits per semester consisting of Dissertation Research (8999). With the DGS's and thesis advisor's approval, the student may take a seminar or a colloquium subject to the 3 credit hour cap per semester. The fifth-year goal is to enter the placement market in Fall Semester, to complete the Final Oral Examination by the end of May-mester, and to graduate by the end of Summer Session.</p>				

Status: PENDING

PROGRAM REQUEST
Economics Ph.D. Program

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
Proposed Program/Plan Name	Economics Ph.D. Program
Program/Plan Code Abbreviation	ECON-PH
Current Degree Title	Doctor of Philosophy

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		120	80.0	80	0.0
Required credit hours offered by the unit	Minimum	120	80.0	80	0.0
	Maximum	120	80.0	80	0.0
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	<ul style="list-style-type: none"> • Our program goal is to produce PhD students capable of making original contributions in economics research, quality teaching at colleges and universities, and providing professional service to organizations in need of advanced expertise in economics. • Goal 1 (Knowledge): to master the knowledge in core microeconomics, macroeconomics and econometrics; to attain advanced expertise in at least two fields of specialization; and to acquire a breadth of knowledge in economic empirics and institutions. • Goal 2 (Proficiency): to attain technical proficiency to work with advanced models in microeconomics, macroeconomics and econometrics, to innovate models or analysis in chosen field of specialization, and to communicate economics ideas and issues. • Goal 3 (Concepts and Methods): to obtain conceptual and methodological perspectives in microeconomics, macroeconomics and econometrics; to be able to identify issues and problems that are central to economic science. • Goal 4 (Research Perspective): to comprehend the latest advances in general economics; to identify interesting and solvable original research agendas in fields of specialization; and to make innovative contributions in economics and economic policy.
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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? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? Yes

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

N/A as we envisage no changes in either the goal or the governance of the five-year horizon of our PhD program, except the dates of benchmark examinations. We benchmark ourselves against the top dozen programs in the discipline; our external review in 2006 also endorsed our practice and governance of the graduate program. We have detailed the means to assess effectiveness and achievement of our PhD program in Section 15 of our Quarter to Semester Conversion Template attached.

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\$PHD@DGSFinal.pdf: PhD 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

- Per Gene Mumy's request, I'm returning this request to the initiator so that it can be routed to Gene. He has not yet approved it. *(by Soave,Melissa A on 11/15/2010 08:50 AM)*
- 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 04:25 PM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Miyazaki,Hajime	11/03/2010 01:18 AM	Submitted for Approval
Approved	Vanarsdale,Sonya Renee	11/03/2010 10:07 AM	Unit Approval
Approved	Vanarsdale,Sonya Renee	11/03/2010 10:07 AM	College Approval
Approved	Myers,Dena Elizabeth	11/12/2010 10:40 AM	GradSchool Approval
Revision Requested	Soave,Melissa A	11/15/2010 08:50 AM	CAA Approval
Submitted	Miyazaki,Hajime	01/01/2011 02:11 AM	Submitted for Approval
Approved	Miyazaki,Hajime	05/17/2011 12:39 AM	Unit Approval
Approved	Mumy,Gene Elwood	05/17/2011 03:56 PM	College Approval
Approved	Myers,Dena Elizabeth	05/26/2011 09:00 AM	GradSchool Approval
Pending Approval	Soave,Melissa A Cameron,Erin Marie	05/26/2011 09:00 AM	CAA Approval



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May 17, 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

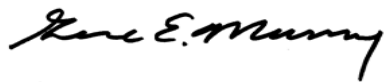
field courses in the same temporal order as under quarters because of the use of combinations of seven week and full fourteen week courses.

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.

Sincerely,

A handwritten signature in black ink that reads "Gene E. Mumy". The signature is written in a cursive style with a prominent 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.

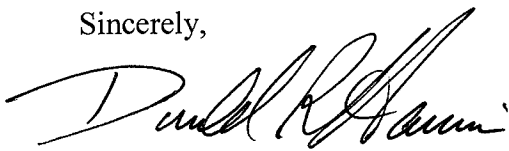
Our Ph.D. program involves three stages: a first year program of core methods and concepts (microeconomics, macroeconomics and econometrics), a second year program of field coursework, and the dissertation research development and completion in years three to five. The largest restructuring was to our 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: Ph.D. Program**GENERAL PROGRAM INFORMATION**

- 1. Economics**
- 2. Ph.D.**
- 3. Department of Economics**
- 4. Graduate degree program (d)**
- 5. Converted with minimal changes to program goals and/or curricular requirements (b)**

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

The purpose of the Ph.D. program is a regeneration of professorate, namely, to produce students who will become professors of economics. Thus, the goal of our Ph.D. program is to produce Ph.D. students capable of making original contributions in economics research, quality teaching at colleges and universities, and providing professional service to organizations in need of advanced expertise in economics. We list four specific Ph.D. curriculum goals, classified as basic, core, intermediate and advanced.

- Program Learning Goal: To produce Ph.D. students capable of making original contributions in economics research, quality teaching at colleges and universities, and providing professional service to organizations in need of advanced expertise in economics.
- Goal 1 (Knowledge): To master the knowledge in core microeconomics, macroeconomics and econometrics; to attain advanced expertise in at least two fields of specialization; and to acquire a breadth of knowledge in economic empirics and institutions. Classification: basic/core/intermediate/advanced within the Ph.D. Curriculum.
- Goal 2 (Proficiency): To attain technical proficiency to work with advanced models in microeconomics, macroeconomics and econometrics; to attain technical proficiency to innovate models or analysis in chosen field of specialization; and to attain proficiency in communicating economic ideas and issues. Classification: basic/core/intermediate/advanced within the Ph.D. Curriculum.
- Goal 3 (Concepts and Methods): To obtain conceptual and methodological perspectives in microeconomics, macroeconomics and econometrics; to be able to identify issues and problems that are central to economic science. Classification: basic/core/intermediate/advanced within the Ph.D. Curriculum.
- Goal 4 (Research Perspective): To comprehend the latest advances in general economics; to identify interesting and solvable original research agendas in

fields of specialization; and to make innovative contributions in economics and economic policy research. Classification: basic/core/intermediate/advanced within the Ph.D. Curriculum.

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

Core Courses (32 credit hours required): Core courses in microeconomics, macroeconomics and econometrics, to be taken in the first year of the Ph.D. program in conjunction with the qualifying exams in microeconomics and macroeconomics.

8711 Microeconomic Theory IA (3)
8712 Microeconomic Theory IB (3)
8713 Microeconomic Theory IIA (3)
8714 Microeconomic Theory IIB (3)
8721 Macroeconomic Theory IA (3)
8722 Macroeconomic Theory IB (3)
8723 Macroeconomic Theory IIA (3)
8724 Macroeconomic Theory IIB (3)
8731 Econometrics I (4)
8732 Econometrics II (4)

Technical Courses: Elective and not required for the degree; they serve as technical complements or prerequisites to core and some field courses in microeconomics, macroeconomics and econometrics.

7700 Mathematics for Economics I (3)
7701 Mathematics for Economics II (3)

Field Courses (minimum 18 credit hours required): There are at least three 8800 level lecture courses, to be taken by students who completed the first-year core requirements. In addition to the eight fields listed below, a student may take field courses in Finance (offered by Department of Finance) or in Economic Development offered by Agricultural, Environmental and Development Economics).

Advanced Economic Theory
Econometrics
Macro-Monetary Economics
International Economics
Industrial Organization
Labor Economics
Public Economics
Economic History

To make normal progress towards a candidacy examination, a student must satisfy the comprehensive requirements in two chosen fields by the end of the second year.

Seminars, Colloquium and Workshops (minimum 20 credit hours required): calibrated for students who completed the core and field requirements.

8880 Interdisciplinary All Department Seminar (1-3)
8890 Research Colloquium (1-4)
8891 Seminar in Economic Theory (1-3)
8892 Seminar in Macro-Monetary Economics (1-3)
8893 Seminar in Econometrics (1-3)
8894 Seminar in Applied Microeconomics (1-3)

8891.1 Workshop in Economic Theory (1-2)
8892.1 Workshop in Macro-Monetary Economics (1-2)
8893.1 Workshop in Econometrics (1-2)
8894.1 Workshop in Applied Microeconomics (1-2)

Research Courses (minimum 10 credit hours required)

8193 Individual Studies (1-4)
8781 First Year Research Principles and Techniques (1-3)
8782 Second Year Research Principles and Techniques (1-3)
8783 Advanced Research Principles and Techniques (1-3)
8998 Advanced Ph.D. Research in Economics (1-3)
8999 Dissertation Research (1-3)

8. Append a current and proposed curriculum advising sheet

CURRENT (QUARTERS):

Ph.D. Credit Hours Requirements: Complete a minimum of 120 credit hours of graduate economics courses consisting of quantitative methods, core courses, field courses, individual studies, seminars, workshops and dissertation research. All graduate economics courses are 5 credit hour courses.

Curriculum and Examination Requirements: Pass the qualifier examinations in core microeconomics and macroeconomics before proceeding to field courses. Pass two Field Examinations and complete econometrics core courses before proceeding to the candidacy examination.

Quantitative Methods (10 credit hours minimum): Elective and not required for the degree; they serve as technical complements or prerequisites to core courses in microeconomics, macroeconomics and econometrics.

640 Probability Theory
700 Advanced Mathematical Techniques in Economics
701 Dynamic Analysis in Economics

Core Courses (45 credit hours): Core courses in microeconomics, macroeconomics and econometrics to be taken in the first year of the Ph.D. program in conjunction with the qualifying exams in microeconomics and macroeconomics.

804 Microeconomic Theory I
805 Microeconomic Theory II
808 Microeconomic Theory III
806 Macroeconomic Theory I
807 Macroeconomic Theory II
809 Macroeconomic Theory III
740 Inference and Decision Analysis
741 General Linear Regression Analysis
742 Econometrics

Field Courses (30 credit hours minimum): At least 3 advanced courses are offered in each field over the 8 fields listed below. In addition, a student may take field courses in Finance (offered by the Department of Finance) or in Economic Development (offered by Agricultural, Environmental and Development Economics).

Advanced Economic Theory
Econometrics
Macro-Monetary Economics
International Economics
Industrial Organization
Labor Economics
Public Economics
Economic History

To make normal progress towards a candidacy examination, a student must satisfy the comprehensive requirements in two chosen fields by the end of the second year.

Seminars (15 credit hours minimum): Calibrated for students who completed the core and field requirements.

915 Seminar in Economic Theory
920 Seminar in Macro-Monetary Economics
940 Seminar in Econometrics
970 Seminar in Applied Microeconomics

Research Courses (20 credit hours minimum)

893 Individual Studies
999 Dissertation Research

The horizon of our Ph.D. program is five years with well-defined timelines for annual curriculum and goals:

The First Year: The goal is to pass qualifier exams in microeconomics and macroeconomics and complete core econometrics courses. Students normally take

core curriculum courses to prepare for qualifier exams that are given in June and September following the first academic year. A student is not allowed to progress further in the Ph.D. program unless he/she passes the two qualifier exams in a timely fashion. Foreign students must also complete the OSU English Proficiency Requirement in written and spoken instructional English by the end of the first year.

The Second Year: The goal is to pass comprehensive field examinations in two chosen fields. Students normally take advanced field courses to prepare for field exams that are given in June and September following the first academic year. A student is not allowed to progress further in the Ph.D. program unless he/she passes the two field exams in a timely fashion.

The Third Year: The goal is to complete an independent sole-authored research paper, which can be developed to a dissertation prospectus by the end of the third year summer. To prepare students for independent research, each student will be guided by his or /her own research mentor, and the student's research paper will be evaluated by the student's Pre-Candidacy Examination Committee. The student will be enrolled in departmental seminars and also take some field courses that will compliment his or her portfolio of research and teaching.

The Fourth Year: The goal is to attain the Ph.D. Candidacy Status and to have the dissertation prospectus approved by the student's Candidacy Examination Committee before the end of the fourth academic year. Normal progress is to pass the Candidacy Examination by the end of the student's fourth year winter quarter.

The Fifth Year: The goal is to prepare for the placement market and to complete the dissertation by passing the Final Oral Examination by the end of the academic year.

PROPOSED (SEMESTERS)

Ph.D. Credit Hours Requirements: Complete a minimum of 80 credit hours of graduate economics courses consisting of quantitative methods, core courses, field courses, research methods, individual studies, seminars, workshops and dissertation research.

Curriculum and Examination Requirements: Pass the qualifier examinations in core microeconomics and macroeconomics before proceeding to field courses. Pass comprehensive field requirements in two chosen fields and complete econometrics core courses before proceeding to the candidacy examination.

Core Courses (32 credit hours required): Core courses in microeconomics, macroeconomics and econometrics to be taken in the first year of the Ph.D. program in conjunction with the qualifying exams in microeconomics and macroeconomics.

8711 Microeconomic Theory IA (3)

8712 Microeconomic Theory IB (3)

8713 Microeconomic Theory IIA (3)
 8714 Microeconomic Theory IIB (3)
 8721 Macroeconomic Theory IA (3)
 8722 Macroeconomic Theory IB (3)
 8723 Macroeconomic Theory IIA (3)
 8724 Macroeconomic Theory IIB (3)
 8731 Econometrics I (4)
 8732 Econometrics II (4)

Technical Courses: Elective and not required for the degree; they serve as technical complements or prerequisites to core and some field courses in microeconomics, macroeconomics and econometrics.

7700 Mathematics for Economics I (3)
 7701 Mathematics for Economics II (3)

Field Courses (minimum 18 credit hours required): There are at least three 8800 level lecture courses to be taken by students who completed the first-year core requirements. In addition to the eight fields listed below, a student may take field courses in Finance (offered by the Department of Finance) or in Economic Development (offered by the Department of Agricultural, Environmental and Development Economics).

Advanced Economic Theory
 Econometrics
 Macro-Monetary Economics
 International Economics
 Industrial Organization
 Labor Economics
 Public Economics
 Economic History

To make normal progress towards a candidacy examination, a student must satisfy the comprehensive requirements in two chosen fields by the end of the second year.

Seminars, Colloquium and Workshops (minimum 20 credit hours required): Calibrated for students who completed the core and field requirements.

8880 Interdisciplinary All Department Seminar (1-3)
 8890 Research Colloquium (1-4)
 8891 Seminar in Economic Theory (1-3)
 8892 Seminar in Macro-Monetary Economics (1-3)
 8893 Seminar in Econometrics (1-3)
 8894 Seminar in Applied Microeconomics (1-3)

8891.1 Workshop in Economic Theory (1-2)
 8892.1 Workshop in Macro-Monetary Economics (1-2)
 8893.1 Workshop in Econometrics (1-2)
 8894.1 Workshop in Applied Microeconomics (1-2)

Research Courses (minimum 10 credit hours required): Tailored for students' stages of academic progress.

- 8193 Individual Studies (1-4)
- 8781 First Year Research Principles and Techniques (1-3)
- 8782 Second Year Research Principles and Techniques (1-3)
- 8783 Advanced Research Principles and Techniques (1-3)
- 8998 Advanced Ph.D. Research in Economics (1-3)
- 8999 Dissertation Research (1-3)

The horizon of our Ph.D. program is five years with well-defined timelines for annual curriculum and goals:

The First Year: The goal is to pass qualifier exams in micro and macroeconomics and complete core econometrics courses. Students normally take core curriculum courses to prepare for qualifier exams that are given in June and August following the first academic year. A student is not allowed to progress further in the Ph.D. program unless he/she passes the two qualifier exams in a timely fashion. Foreign students must also complete the OSU English Proficiency Requirement in written and spoken instructional English by the end of the first year.

The Second Year: The goal is to pass comprehensive field requirements in two chosen fields. Students normally take advanced field courses as a partial fulfillment of the field requirements with the deadline in summer following the second academic year. A student is not allowed to progress further in the Ph.D. program unless he/she passes the two field requirements in a timely fashion.

The Third Year: The goal is to complete an independent sole-authored research paper, which can be developed to a dissertation prospectus by the end of the third year summer. To prepare students for independent research, each student will be guided by his/her own research mentor, and the student's research paper will be evaluated by the student's Pre-Candidacy Examination Committee. The student will be enrolled in departmental seminars and also take some field courses that will compliment his or her portfolio of research and teaching.

The Fourth Year: The goal is to attain the Ph.D. Candidacy Status and to have the dissertation prospectus approved by the student's Candidacy Examination Committee before the end of the fourth academic year.

The Fifth Year: The goal is to prepare for the placement market and to complete the dissertation by passing the Final Oral Examination by the end of the academic year.

- 9. Provide a curricular map that shows how and at what level the programs courses facilitate students' attainment of program learning goals. (Not Required at this time)**
- 10. Provide a rationale for proposed program changes and a description of how the changes will benefit students and enhance program quality.**

We have a standing policy of continuous review of and innovation in our Ph.D. program, including a comprehensive outside review, and renewed our efforts two years ago in anticipation of the semester conversion. Many of our policy innovations in graduate program do not appear as a creation of new courses, but more as changes in the implementation and structure of our policies and procedures, including the size and composition of our Ph.D. student body. In the last dozen years, our ranking has improved in the profession, and the quality of applicants to our program has also improved. As we convert to the semester regime, we wish to preserve and strengthen our competitiveness relative to our discipline's norm. To build on our proven platform, we retain all content of our current Ph.D. curriculum; continue all essential aspects of our current program requirements; and maintain the current pace of time to Ph.D. completion. To improve on our competitive strengths, we plan to enhance the research orientation of our curriculum by making use of the new semester structure, especially the May-mester.

A critical component of an economics Ph.D. program is the first-year curriculum that trains students in core concepts and methodologies in microeconomics, macroeconomics and econometrics. To remain competitive, and not to prolong the time to Ph.D. completion, we maintain the same scope and pace of our current core curriculum. In the quarter regime, our first-year students meet throughout the academic year three times a week, with each meeting lasting 108 minutes, in both the microeconomics sequence and the macroeconomics sequence. The students also meet throughout the year twice a week, with each meeting lasting 108 minutes, in the econometrics sequence. In the semester system, these core courses translate into a 6 credit hour course in microeconomics, a 6 credit hour course in macroeconomics, and a 4 credit hour course in econometrics. We plan to deliver a 6-credit hour semester-course content in two 3 credit-hour courses within each semester. Given the scope of microeconomics and macroeconomics cores, we are convinced that by delivering the two core sequences in 3-credit hour courses in a 7-week module, we will not only preserve the integrity of our program content but also invigorate the students' learning environment. We can gain from the scope of expertise from four instructors for each core sequence; our students have always preferred an exposure to a wider set of instructors especially in core micro and macro courses. Some of top programs in our discipline have already moved into this direction; given the enhanced repertoire of our graduate faculty, we can afford such an instructional innovation. The Graduate School has also approved the above credit hour structures for our first-year students.

In the semester regime, we maintain the current pace of students' annual progress towards Ph.D. candidacy; first-year students take their qualifier exams, second-year students take their field exams, third-year students present their research workshops and fourth-year students take their candidacy exams. All lecture courses in our semester Ph.D. curriculum are 3 credit hour courses except for two core econometrics courses (8731 and 8732) that are 4 credit hour courses. To strengthen the research orientation of our program, we plan to structure the May-mester so that pre-candidacy students will have four weeks of intensive, integrative review over the course material, research methods and techniques learned in the preceding two semesters. Such an opportunity will prepare them better not only for their annual requirements but also for a pending transition to research mode. We have thus introduced "Research Principles and Techniques" courses tailored for the first-year (8781), second-year (8782) and third-year (8783) students with variable credit hours 1-3. Fourth-year students can use the May-mester to fortify and widen their research perspective, and fifth-year students to concentrate on completing their dissertation.

Date of last major revision: 2003, and last significant revision: 2009

11. Provide a table to aid CAA reviewers

	# of Credit Hours <i>Required</i> in Current Program (Quarters)	Calculated Result for 2/3 of Current Quarter Credit Hours (rounded)	# of Credit Hours <i>Required</i> for Proposed Program (Semesters)
Total hours to complete program	120	80	80
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)	120	80	80
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

*While there is no required credit hour offered by outside our unit, a student may take up to 20 credit hours of courses offered by other units subject to the approval of the Director of Graduate Studies under the current quarter system. Similarly, a student may take up to 13 credit hours under the semester system.

- 12. Provide a rationale for a change in credit hours if the difference is more than 4 semester credit hours. (N/A)**

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.**

The core courses for our Ph.D. program are offered in the first year, and there are no substantive changes in the core curriculum for the proposed semester program. All courses taken by second year students and above are field courses that have made isomorphic conversions according to the standard semester or semester-sequence equivalence formula. The total number and availability of courses will be hardly affected by the transition, and great care has been taken to ensure that the time-to-Ph.D. completion will not be lengthened during and after the semester conversion. The only technical exception in the conversion process is the possibility that one econometrics course currently taken by students in the autumn quarter of the second year may need a one-time adjustment. Anticipating this possibility, we will devise a one-time transitional accommodation of this course in the Academic Year 2011-2012 for the new students entering in Autumn 2011 so that they will not be adversely affected in completing their econometrics requirements.

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 at this time)**

The purpose of the Ph.D. program is a regeneration of professorate in economics, namely, to produce future generations of academic economists or professors of economics. The goal of our Ph.D. program is to produce students capable of making original contributions in economics research and teaching at colleges and universities. A singular measure of a given Ph.D. program's effectiveness is therefore the placement record. Our goal is to place every year 4-5 new Ph.D.'s as tenure track assistant professors at Tier 1 Research Universities, and to place at least one new Ph.D. at one of the top 25 institutions every five years.

Our Ph.D. program has a five-year horizon, and to evaluate the students' progress and attainment towards the Ph.D. goal, we have a set of well-defined benchmarks to be cleared every year. A Ph.D. student in economics must pass the following gates by the end of each year.

1st Year: Qualifying Examinations

2nd Year: Field Examinations

3rd Year: Research Report Requirements at the end of the third year

4th Year: Ph.D. Candidacy Exam and Dissertation Prospectus

5th Year: Ph.D. Final Oral Examination, graduation and placement

A student is separated from our Ph.D. program whenever he/she fails to pass the annual benchmarks from the first to the fourth year. A student, however, may graduate and place in the 6th year, with approval of the student's dissertation committee and Director of Graduate Studies (DGS). This one year extension allows a student to make a strategic decision to choose the entry year in the academic placement market that is subject to demand-supply fluctuations. Such an extension will not be warranted unless the student has demonstrated his/her productivity in the fifth year measure in terms of conference/seminar/workshop presentations and publication-quality papers written.

As direct monitoring of students' progress, DGS consults individual students to set up their personal study plan at the start of each academic year, and holds regular walk-in office hours throughout the year to meet with students about any aspect of our graduate program. In addition, DGS also holds group meetings with each cohort class of students at the start of a new academic year. Consistent with a goal of a competitive Ph.D. program, we also want our graduates to be competent instructors not only at the graduate level, but also at the undergraduate level. DGS and Director of Undergraduate Studies evaluate and recommend remedies to improve our GTAs' instructional proficiency; they also select a dozen GTAs for annual departmental prizes for teaching excellence. Our Graduate Studies Committee meets regularly and frequently throughout the year to discuss, monitor and evaluate all aspects of our graduate program, including its content, governance and effectiveness, and to implement innovations and revisions in the program. We benchmark ourselves against the top 10 programs in the discipline.