

TO: Randy Smith, Vice Provost for Academic Programs
Eric Bielefeld, Chair, Council on Academic Affairs
FROM: Shari Speer, Associate Dean for Academic Affairs, Graduate School
DATE: 4-8-20
RE: Proposal for Curriculum Change, College of Food, Agricultural, and
Environmental Studies

The College of Food, Agricultural, and Environmental Studies is proposing a change to the curriculum for its Doctor of Philosophy in Agricultural, Environmental, and Development Economics.

The proposal was received by the Graduate School on January 7th, 2020. It was reviewed by GS/CAA on January 16th, 2020. Revisions were requested, and received by the Graduate School on March 5th, 2020. The proposal was reviewed by GS/CAA again on March 26th, 2020. No further revisions were requested, and the proposal was recommended for approval by the Graduate Council. The proposal was approved by the Graduate Council on April 8th, 2020.



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March 5, 2020

To Whom It May Concern,

On January 16, 2020, the Graduate School/CAA curriculum subcommittee requests that the Department of Agricultural, Environmental, and Development Economics (AEDE) provide a specific plan for how students currently enrolled in the program and at different points in their progression toward degree will transition to the new curriculum.

We have included the requested Transition Plan for Currently Enrolled AEDE PhD Students within the body of this Plan Proposal packet, which can be found on pages 10 and 11 of this document, immediately after the List of Proposed New Courses for AEDE Doctoral Program.

Please let us know if you require any additional information to move these program plan changes forward.

Sincerely,

Tim Haab
Professor and Chair, AEDE



November 27, 2019

To Whom It May Concern,

The Department of Agricultural, Environmental, and Development Economics (AEDE) is seeking approval of changes to the second-year curriculum for its PhD in Agricultural, Environmental, and Development Economics. In doing this, we seek to mitigate three identified deficiencies in our current program related to student exposure to faculty, limited field curricular options, and an inflexible field course structure. Recognizing that sustained progress comes through change, we believe that the proposed changes will transform an already recognized strong PhD program in Applied Economics into one of the world's elite programs.

The proposed changes impact 24 out of the required 90 total credit hours which constitute 26.6% of the PhD program in Agricultural, Environmental and Development Economics. A significant portion of the existing content taught in the current second year of the program is maintained but has been restructured to benefit students and offer additional flexibility in their academic pursuits.

Changes Proposed

In the proposed revised program, the curriculum for the first year of the program will remain the same, as we believe it provides a strong foundation for more advanced applied economics training. The changes that we propose include removing the current rigid field course structure that we offer in the second year of our doctoral program and replacing it with a smaller core of foundational classes and a more current and flexible set of Frontiers offerings. Under the new proposed plan, students will take 24 credit hours of coursework throughout their second and third years in the program as opposed to 18 credit hours of coursework currently required. The increase in coursework hours is possible by a reduction in research hours in year 2 (the net effect on credit hour production is zero).

The current second-year courses focus on the fields of Regional, Development and Environmental/Resource Economics. Replacing these field courses will be 12 credit hours of required foundational courses and a wider array of Frontiers courses. The required courses are Applied Welfare, Advanced Applied Econometrics and Seminal Readings in Applied Economics. These courses will provide advanced understanding of the methods and theories that are foundational to and guide research in applied economics. The Frontiers courses will focus on areas of faculty expertise, allowing faculty members to share their passion and knowledge in their field with students. You will notice from the proposed curriculum plan submitted with this cover letter that Frontiers courses are more specific in their content coverage than our previous courses, giving students more control and choice in their curricular endeavors, and better matching faculty expertise to course content.

As was the case in the previous plan, students can take additional field courses from other departments. These courses will continue to serve as additional electives beyond the required courses in the Department of Agricultural, Environmental, and Development Economics but will not satisfy the requirement of completing 12 credit hours of AEDE Frontiers courses. Movement towards more varied and specialized Frontier course offerings will better allow students to find complementarities between our courses and complementary courses outside of our department.

Structure of Frontiers Courses

Frontiers classes are designed to match faculty expertise with cutting edge course materials. Courses are designed by individual faculty members and fit within a broad field structure defined by department strategic foci. The Department of Agricultural, Environmental, and Development Economics will offer at least four Frontiers courses per semester for spring and autumn semesters each year. At least one class from each field (Agricultural, Environmental, Development, Regional) will be offered each semester to ensure students are able to make progress toward graduation. With a few exceptions due to staffing turnover/field needs, courses will be on a two or three-year rotation. Though students are meant to take all Frontiers coursework throughout their second and third years in the program, if there is a course offered in their fourth year in the program that is beneficial for their training, their advisor would be able to approve them to take the course.

The Concerns Addressed by the New Program Plan

Low Student Exposure to Faculty in AEDE

In our current plan, students interact with less than half of the faculty in our department through their coursework. This lack of exposure is detrimental to both students and faculty members, as students may not easily connect with faculty who share their interests and faculty are less aware of those students with whom they would like to collaborate on research. With recent faculty turnover, AEDE now has highly active faculty at all levels. It is essential to student success that we provide means to expose students to as many faculty members as possible in the first two years of the program to allow more effective matching between students and advisors. The current rigid PhD second year structure does not allow for effective and complete interactions between faculty and students. Because faculty mentorship is critical to the effective training of PhD students in years 4 and 5 of our program, we wish to ensure that students can meaningfully interact with most of our faculty before the end of their third year in the program. The new plan will allow this to happen.

Limited Field Curricular Options

Coursework contributes largely to how well our doctoral students are trained in their given field of interest, as it prepares them to work with faculty on projects and enhances their marketability when conducting their job search during their last year in the program.

Under our current program plan, students can take up to 6 credit hours of coursework in any of our offered fields (Regional, Environmental and Development Economics). Note that under this plan, there is a gap in coursework concerning the field of Agricultural Economics. With the proposed plan changes, students will be required to take 12 credit hours of Frontiers courses, of which at least 8 can be in their chosen field. Any coursework above these 8 credit hours will round out their knowledge so they are prepared to interact professionally and knowledgeably with other faculty in the professional field of Applied Economics. Some Frontiers courses are cross-field courses and under proper guidance from faculty mentors can be approved to count toward multiple fields—without reducing the total number of Frontiers credits required.

We believe this enhanced training will deepen students' understanding of their own field of interest as well as expose them to more specialized topics of interest outside their field.

Inflexible Field Course Structure

The lack of flexibility of our current field course model has two major downsides: strain on curricular offerings when instructors are on professional leave or depart the university, and lack of adaptability to student interests. Because our current field courses are sequential in nature, and often 'owned' by specific faculty, it is difficult to manage the curricular components of the program when one of the instructors takes leave. Under this proposed model, sequential coursework is no longer an obstacle and we can be more flexible with our offerings, swapping out instructor-specific Frontiers classes if a specific instructor will not be teaching in any given semester. Additionally, having a larger pool of field courses will allow our department to be more adaptable to student interests without compromising the integrity of our program. Having more choice in field coursework is a request that current and prospective students have consistently made to departmental staff, and was recently identified

in an external review as a desirable structure for PhD programs in applied economics, and we are excited that this new structure supports that goal.

Mitigating Negative Impacts on Students

While designing this proposed plan for our doctoral program, the faculty and staff involved have tried to mitigate negative impacts to students in the program. Our department is committed to being flexible with students as we navigate any concerns during implementation of the new curriculum, potentially allowing students to count related coursework from other departments toward graduation if we believe it appropriate. Throughout the design process, we have sought out student opinion on the structure and types of courses that would be offered and have received positive feedback about the changes we hope to make. Students will have greater choice in their curricular pursuits, and more access to material at the frontier of knowledge in their fields, which is appealing to them.

In designing this curriculum to span the second and third years of the doctoral program, we know that students will be in an average of six credit hours per semester, which will leave time for students to engage in any number of additional academic pursuits. Students who wish to take additional courses outside our department will still have time to do so, provided they plan out their educational journey. We already encourage students to be strategic with how they engage with coursework opportunities, so this should not be problematic. We have also left enough time in students' academic schedules to accommodate any EDUTL courses they may be required to take by the university or research opportunities they would like to pursue.

Though our proposed program structure seems to make a large transition from two years of expected coursework to three, students have not seemed overwhelmed by the idea when we have broached the subject in sit-in meetings with them. Currently, most of our students take more field course credit hours than they are required by AEDE, continuing coursework into their third year of the program. Given this, the structural change to the program will formalize what is already happening among students regarding number of classes being taken.

Supplemental Documents

In this Program Change Proposal packet, you will note the following supporting documents:

- A description of the current program plan and the proposed program plan
- A document that shows the changes between the two plans
- An updated Assessment Plan for the program
- A list of the corresponding courses in the process of being added to the department's course listings and where they are in the New Course Proposal Process

Thank you for your consideration. If you have any questions, please feel free to email:

- Sarah Cole, Academic Program Manager, cole.681@osu.edu (main point of contact)
- Tim Haab, CFAES Dean's Chair for Transformative Initiatives, and Chair of AEDE, haab.1@osu.edu
- Allen Klaiber, Professor and Graduate Program Chair, klaiber.16@osu.edu

Sincerely,
Tim Haab
Professor and Chair, AEDE



Current Program Plan for the PhD in Agricultural, Environmental, and Development Economics

Required Courses

AEDECON 7110 (3): Adv. Quantitative Methods I
AEDECON 7120 (3) Adv. Quantitative Methods II
AEDECON 7130 (3) Applied Econometrics I
AEDECON 7140 (3) Applied Econometrics II
ECON 8711 (3) Microeconomics Theory IA
ECON 8712 (3) Microeconomics Theory IB
ECON 8713 (3) Microeconomics Theory IIA
ECON 8714 (3) Microeconomics Theory IIB
ECON 8731 (4) Econometrics I
ECON 8732 (4) Econometrics II
AEDECON 8800 (8): Years 2+
AEDECON 8895 (6): Years 3+
AEDECON 8999 (variable): Years 2+

Field Courses

Students must take 6 field courses total, at least 4 of which must be from the AEDECON field course offerings (listed below).

Choose four of the following courses:

AEDECON 7310 (3): Adv. Environmental Economics
AEDECON 7320 (3): Adv. Resource Economics
AEDECON 7410 (3): Adv. Regional Economics I
AEDECON 7415 (3): Adv Regional Economics II
AEDECON 7421 (3): Adv. Development Economics I
AEDECON 7425 (3): Adv. Development Economics II

Choose 2 additional field courses from AEDECON, ECON, or any other courses discussed with and approved by your advisor.

Proposed Changes to the Program Plan for the PhD in Agricultural, Environmental, and Development Economics

Requirements or courses added to plan

Requirements or courses removed from plan

Requirements or courses that are the same

Changes to plan guidelines

Required Courses

AEDECON 7110 (3): Adv. Quantitative Methods I

AEDECON 7120 (3) Adv. Quantitative Methods II

AEDECON 7130 (3) Applied Econometrics I

AEDECON 7140 (3) Applied Econometrics II

ECON 8711 (3) Microeconomics Theory IA

ECON 8712 (3) Microeconomics Theory IB

ECON 8713 (3) Microeconomics Theory IIA

ECON 8714 (3) Microeconomics Theory IIB

ECON 8731 (4) Econometrics I

ECON 8732 (4) Econometrics II

AEDECON 8800 (8): Years 2+

AEDECON 8895 (6): Years 3+

AEDECON 8999 (variable): Years 2+

ADD: AEDECON 8101 (4): Applied Welfare Economics (proposed)

ADD: AEDECON 8102 (4): Advanced Applied Econometrics (proposed)

ADD: AEDECON 8103 (4): Seminal Readings in Applied Economics (proposed)

~~Field Courses~~ Frontiers Courses

~~Students must take 6 field courses total, at least 4 of which must be from the AEDECON field course offerings (listed below). Choose 12 credit hours of coursework from the following courses:~~

REMOVE: AEDECON 7310 (3): Adv. Environmental Economics

REMOVE: AEDECON 7320 (3): Adv. Resource Economics

REMOVE: AEDECON 7410 (3): Adv. Regional Economics I

REMOVE: AEDECON 7415 (3): Adv. Regional Economics II

REMOVE: AEDECON 7421 (3): Adv. Development Economics I

REMOVE: AEDECON 7425 (3): Adv. Development Economics II

ADD: AEDECON 8201 (2): Advanced Agricultural Economics (proposed)

ADD: AEDECON 8202 (2): Agricultural Finance (proposed)

ADD: AEDECON 8203 (2): Frontiers in Agricultural and Food Systems Economics (proposed)

ADD: AEDECON 8204 (2): Advanced Topics in International Economics (proposed)
ADD: AEDECON 8205 (2): Advanced Agricultural Economics II or similar (in development)
ADD: AEDECON 8301 (2): Frontiers in Resource Economics (proposed)
ADD: AEDECON 8302 (2): Nonmarket Valuation (proposed)
ADD: AEDECON 8303 (2): Climate Change Economics (proposed)
ADD: AEDECON 8304 (2): Carbon Economics (in development)
ADD: AEDECON 8401 (2): Human Capital (proposed)
ADD: AEDECON 8402 (2): Econometrics in Development (proposed)
ADD: AEDECON 8403 (2): Finance in Economic Development (proposed)
ADD: AEDECON 8404 (2): Program Evaluation (proposed)
ADD: AEDECON 8501 (2): Frontiers in Regional Science (proposed)
ADD: AEDECON 8502 (2): Advanced Topics in Regional Science I or similar (in development)
ADD: AEDECON 8503 (2): Advanced Topics in Regional Science II or similar (to be developed by new faculty)
ADD: AEDECON 8601 (2): Applied Economic Dynamics (proposed)
ADD: AEDECON 8602 (2): Applied Mathematics for Economists (proposed)
ADD: AEDECON 8603 (2): Survey Methodology (proposed)

Proposed Program Plan for the PhD in Agricultural, Environmental, and Development Economics

Required Courses

AEDECON 7110 (3): Adv. Quantitative Methods I
AEDECON 7120 (3) Adv. Quantitative Methods II
AEDECON 7130 (3) Applied Econometrics I
AEDECON 7140 (3) Applied Econometrics II
AEDECON 8101 (4): Applied Welfare Economics (proposed)
AEDECON 8102 (4): Advanced Applied Econometrics (proposed)
AEDECON 8103 (4): Seminal Readings in Applied Economics (proposed)
ECON 8711 (3) Microeconomics Theory IA
ECON 8712 (3) Microeconomics Theory IB
ECON 8713 (3) Microeconomics Theory IIA
ECON 8714 (3) Microeconomics Theory IIB
ECON 8731 (4) Econometrics I
ECON 8732 (4) Econometrics II
AEDECON 8800 (8): Years 2+
AEDECON 8895 (6): Years 3+
AEDECON 8999 (variable): Years 2+

Frontiers Courses

Choose 12 credit hours of coursework from the following courses:

AEDECON 8201 (2): Advanced Agricultural Economics (proposed)
AEDECON 8202 (2): Agricultural Finance (proposed)
AEDECON 8203 (2): Frontiers in Agricultural and Food Systems Economics (proposed)
AEDECON 8204 (2): Advanced Topics in International Economics (proposed)
AEDECON 8205 (2): Advanced Agricultural Economics II or similar (in development)
AEDECON 8301 (2): Frontiers in Resource Economics (proposed)
AEDECON 8302 (2): Nonmarket Valuation (proposed)
AEDECON 8303 (2): Climate Change Economics (proposed)
AEDECON 8304 (2): Carbon Economics (in development)
AEDECON 8401 (2): Human Capital (proposed)
AEDECON 8402 (2): Econometrics in Economic Development (proposed)
AEDECON 8403 (2): Finance in Development Economics (proposed)
AEDECON 8404 (2): Program Evaluation (proposed)
AEDECON 8501 (2): Frontiers in Regional Science (proposed)
AEDECON 8502 (2): Advanced Topics in Regional Science I or similar (in development)
AEDECON 8503 (2): Advanced Topics in Regional Science II or similar (to be developed by new faculty)
AEDECON 8601 (2): Applied Economic Dynamics (proposed)
AEDECON 8602 (2): Applied Mathematics for Economists (proposed)
AEDECON 8603 (2): Survey Methodology (proposed)

List of Proposed New Courses for AEDE Doctoral Program Agricultural, Environmental, and Development Economics

Required Courses

AEDECON 8101 (4): Applied Welfare Economics (proposed)
AEDECON 8102 (4): Advanced Applied Econometrics (proposed)
AEDECON 8103 (4): Seminal Readings in Applied Economics (proposed)

Frontiers Courses

Currently Proposed

AEDECON 8201 (2): Advanced Agricultural Economics (proposed)
AEDECON 8202 (2): Agricultural Finance (proposed)
AEDECON 8203 (2): Frontiers in Agricultural and Food Systems Economics (proposed)
AEDECON 8204 (2): Advanced Topics in International Economics (proposed)
AEDECON 8301 (2): Frontiers in Resource Economics (proposed)
AEDECON 8302 (2): Nonmarket Valuation (proposed)
AEDECON 8303 (2): Climate Change Economics (proposed)
AEDECON 8401 (2): Human Capital (proposed)
AEDECON 8402 (2): Econometrics in Development (proposed)
AEDECON 8403 (2): Finance in Economic Development (proposed)
AEDECON 8404 (2): Program Evaluation (proposed)
AEDECON 8501 (2): Frontiers in Regional Science (proposed)
AEDECON 8502 (2): Advanced Topics in Regional Science I or similar (in development)
AEDECON 8601 (2): Applied Economic Dynamics (proposed)
AEDECON 8602 (2): Applied Mathematics for Economists (proposed)
AEDECON 8603 (2): Survey Methodology (proposed)

Will be Proposed in Future:

AEDECON 8205 (2): Advanced Agricultural Economics II or similar (in development)
AEDECON 8304 (2): Carbon Economics (in development)
AEDECON 8502 (2): Advanced Topics in Regional Science I or similar (in development)
AEDECON 8503 (2): Advanced Topics in Regional Science II or similar (to be developed by new faculty)

Transition Plan for AEDE PhD Program Curricular Changes

Incoming First Year Students AU20

First year students who enter the program in the Autumn 2020 semester will follow the new proposed plan for the AEDE PhD Program. We have been communicating with prospective students that these changes are likely to be in place when they arrive and they will be prepared to pursue the new academic plan for the PhD in Agricultural, Environmental, and Development Economics.

Current First-Year Students

Students who began their PhD program at the beginning of the Autumn 2019 semester will be given the option to pursue one of the two following options:

Option 1: Adopt the proposed new program

- Students will take the required courses as outlined in the proposed program plan beginning in year 2 of the PhD program

Option 2: Retain existing program requirements under the proposed new program

As a reminder, the current program for 2nd year students requires that they complete 18 credit hours of field courses with at least 12 of those hours being AEDECON course offerings. Students choosing to remain on this plan can complete the requirements as follows using the proposed program offerings:

- Complete the required 12 credit hours of AEDECON courses in the existing program by taking 12 credit hours offered as a combination of Foundation and Frontiers Courses in the proposed new program.
- Complete the remaining 6 credit hours of electives either via additional AEDECON Foundation and Frontiers courses or approved courses outside of AEDE.
- We will allow students to spread these courses over years 2 and 3 in the program for added flexibility.

AEDE staff and graduate program faculty leadership have been in communication with currently enrolled students who will be affected by these changes from the moment they stepped on campus. AEDE has received widespread student support for the curricular changes and we do not anticipate issues with the transition. This transition plan seeks to provide added flexibility to students as they navigate the changes that we are making to the program.

Current Second Year Students and Above

Students who were in their second year or above in the AEDE PhD program at the beginning of the Autumn 2019 semester will be approved to graduate so long as they have completed the requirements of the previous PhD curriculum

- Students will be required to have completed the current curricular requirements of the PhD in Agricultural, Environmental, and Development Economics.
- If any student falls short of the field course requirements for the current curricular plan, they will be able to fulfill those credit hour requirements with new AEDECON Foundations and Frontiers courses that will be offered starting in Autumn 2020

Agricultural, Environmental, and Development Economics PhD

Goal 1.0

Address a question of scholarly significance in economics, focused in the student's area of specialization, and based on original research independently conducted by the student

Outcome 1.1

Clearly develops a researchable question and places it in the relevant scholarly literature.

Method 1.1.1 (Criteria B): AEDE Doctoral Research Manuscript Requirement (Direct/Use of Rubric)

Data: AEDE grade provided after double-review of Doctoral Research Manuscript

Outcome 1.2

Apply the appropriate analytical tools to answering an identified research question, including theoretical, econometric and other methods

Method 1.2.1 (Criteria B): AEDE Doctoral Research Manuscript Requirement (Direct/Use of Rubric)

Data: AEDE grade provided after double-review of Doctoral Research Manuscript

Outcome 1.3

Makes substantive progress in the paper towards formulating answers to the identified research question

Method 1.3.1 (Criteria B): AEDE 8895 (Direct/Use of Rubric)

Data: AEDE grade provided after presentation to class

Goal 2.0

Become effective communicators, demonstrating the ability to clearly summarize and report disciplinary information both in written and oral form

Outcome 2.1

Describe and summarize disciplinary information in writing

Method 2.1.1 (Criteria A): Candidacy Exam (Direct/Written Document)

Data: AEDE evaluation form for students attempting candidacy exam

Method 2.1.2 (Criteria A): Dissertation (Direct/Written Document)

Data: AEDE evaluation form for students defending dissertation

Outcome 2.2

Describe and summarize disciplinary information orally

Method 2.2.1 (Criteria A): Student-Led Instruction Evaluations (Direct/SEI scores)

Data: Student-Instructor Evaluations for graduate students serving as lead instructors

Method 2.2.2 (Criteria A): Performance on Oral Presentations in AEDE Frontiers Courses (See attached List of Frontiers Courses) (Direct/Oral Assignment)

Data: AEDE evaluation form for oral presentations in frontiers courses

Outcome 2.3

Prepare to respond to questions and answer them directly

Method 2.3.1 (Criteria A): Candidacy Exam (Direct/Oral Exam)

Data: AEDE evaluation form for students attempting candidacy exam

Method 2.3.2 (Criteria A): Dissertation (Direct/Oral Exam)

Data: AEDE evaluation form for students defending dissertation

Goal 3.0

Think critically about the fundamental concepts in applied economics and their role in policy making

Outcome 3.1

Evaluate important concepts and theoretical frameworks that guide applied economics and policy applications

Method 3.1.1 (Criteria A): Performance on Written Assignment in AEDE Frontiers Courses (See attached List of Frontiers Courses) (Direct/Writing Assignment)

Data: AEDE evaluation form for written assignments in frontiers courses

Method 3.1.2 (Criteria A): Performance on Microeconomic Qualifying Exam (Direct/Written Document)

Data: Microeconomic Qualifying Exam of all students completing year one

Outcome 3.2

Research the role of applied economics in addressing current and emerging policy issues

Method 3.2.1 (Criteria A): Candidacy Exam (Direct/Oral-Presentation, Defense)

Data: AEDE evaluation form for students attempting candidacy exam

Method 3.2.2 (Criteria A): Dissertation (Direct/Oral-Presentation, Defense)

Data: AEDE evaluation form for students defending dissertation

Goal 4.0

Develop the skills necessary to advance research in applied economics and communicate research findings

Outcome 4.1

Discuss current trends and emerging research in applied economics with researchers, academics, and peers

Method 4.1.1 (Criteria B): Students must attend at least eight seminars (AEDE 8800) to meet course requirements and provide four written summaries (Direct/Writing Assignment)

Data: Student assignment completion on Carmen

Method 4.1.2 (Criteria B): Student presentations at professional conferences (Direct)

Data: Graduate Student Travel to Professional Meetings Funding Requests

Outcome 4.2

Demonstrate the ability to conduct research advancing the discipline

Method 4.2.1 (Criteria B): Student submissions of research manuscripts to peer-reviewed journals (Direct/Accepted Essays)

Data: Student and faculty annual reports

Method 4.2.2 (Criteria B): Student grant proposals (Direct/Accepted Proposals)

Data: OARDC graduate competition grant outcomes

Evaluation Criteria

A:

-Minimum Satisfactory Standard: 80% of eligible students are evaluated at the Satisfactory level (or “MA Pass” for the Qualifying Exam, 3/5 for lead instructor “Effectiveness” on SEI’s)

-Excellence Standard: 50% of eligible students are evaluated at the Exceptional level (“PhD Pass” for the Qualifying Exam, 4/5 for lead instructor “Effectiveness on SEIS’s)

B:

-Minimal Satisfactory Standard: 25% of eligible students submitting the specified proposal (paper, grant, conference request, extra seminar attendance).

-Excellence Standard: 50% of eligible students have submissions accepted (or extra seminar attendance)

Frontiers Courses:

AEDECON 8201 (2): Advanced Agricultural Economics (proposed)

AEDECON 8202 (2): Agricultural Finance (proposed)

AEDECON 8203 (2): Agricultural and Food Systems (proposed)

AEDECON 8204 (2): Advanced Topics in International Economics (proposed)

AEDECON 8205 (2): Advanced Agricultural Economics II or similar (in development)

AEDECON 8301 (2): Frontiers in Resource Economics (proposed)

AEDECON 8302 (2): Non-Market Valuation (proposed)

AEDECON 8303 (2): Climate Change Economics (proposed)

AEDECON 8304 (2): Carbon Economics (in development)

AEDECON 8401 (2): Human Capital (proposed)

AEDECON 8402 (2): Econometrics in Development (proposed)

AEDECON 8403 (2): Finance in Development Economics (proposed)

AEDECON 8404 (2): Program Evaluation (proposed)

AEDECON 8501 (2): Frontiers in Regional Science (proposed)

AEDECON 8502 (2): Advanced Topics in Regional Science I or similar (in development)

AEDECON 8503 (2): Advanced Topics in Regional Science II or similar (to be developed by new faculty)

AEDECON 8601 (2): Applied Economic Dynamics (proposed)

AEDECON 8602 (2): Applied Mathematics for Economists (proposed)

AEDECON 8603 (2): Survey Methodology (proposed)