

NOTICE OF MEETING

There will be a meeting of the Senate
on, **Friday, February 13, 2015, at 2:30 p.m.**
Room 203 in the Anthony P. Toldo Health Education Centre

A G E N D A

Members are encouraged to bring non-perishable goods to the meeting for the student food bank

- 1 Approval of Agenda** (Unstarring agenda items)
- 2 Minutes of the meetings of January 9, 2015** SM150109
- 3 Business arising from the minutes**
- 4 Outstanding Business/Action Items**
- 5 Reports/New Business**
 - 5.1 Report from the Student Presidents** UWSA-Information
(UWSA, OPUS, GSS) OPUS-Information
GSS-Information
 - 5.2 Report of the President** Alan Wildeman
 - 5.3 Report of the Academic Colleague** Philip Dutton
 - 5.4 Senate Student Caucus**
 - 5.4.1 Weighting of Initial Evaluations in a Course** Ziad Kobti-Discussion
 - 5.5 Program Development Committee**
 - *5.5.1 Women's Studies Name Change** Lionel Walsh-Approval
Sa150213-5.5.1
 - *5.5.2 Program Course Changes** Lionel Walsh-Approval
Sa150213-5.5.2a-h
 - *a) Computer Science – Minor Program Changes
 - *b) Communication, Media & Film - New Course Proposal
 - *c) Languages, Literatures & Cultures – Minor Program Changes
 - *d) Languages, Literatures & Cultures – New Course Proposal
 - *e) Economics - New Course Proposal
 - *f) Engineering - Bachelor of Applied Science Co-op – Minor Program Changes
 - *g) MBA/JD – Minor Program Changes
 - *h) Digital Journalism – Admission Requirements
 - 5.5.3 Master of Applied Economics and Policy – New Program Proposal** Lionel Walsh-Approval
Sa150213-5.5.3
 - 5.6 Academic Policy Committee** Rick Caron

5.7 Senate Governance Committee

5.7 Committee Membership

5.7.1 Senate Representatives on the Board of Governors

Alan Wildeman-Approval
Sa150213-5.7.1

***5.7.2 Senate Governance Committee**

Alan Wildeman-Approval
Sa150213-5.7.2

5.8 Report of the Provost

Bob Orr

5.9 Report of Vice-President, Research and Innovation

K W Michael Siu

6 Question Period/Other Business

7 Adjournment

Please carefully review the 'starred' (*) agenda items. As per the June 3, 2004 Senate meeting, 'starred' item will not be discussed during a scheduled meeting unless a member specifically requests that a 'starred' agenda item be 'unstarred', and therefore open for discussion/debate. This can be done any time before (by forwarding the request to the secretary) or during the meeting. By the end of the meeting, agenda items which remain 'starred' (*) will be deemed approved or received.

**University of Windsor
Senate**

***5.5.1: Women's Studies Name Change**

Item for: Approval

Forwarded by: Program Development Committee

MOTION: That the Women's Studies Program Area be renamed Women's and Gender Studies.*

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- As part of the Institutional Quality Assurance Process (IQAP), it was recommended that the name Women's Studies be changed to Women's and Gender Studies due to the shift in the field and trans-identified students. Sociology, Anthropology and Criminology has been consulted about the name change.
- This proposal has been approved by Women's Studies, by FAHSS Coordinating Council and the Program Development Committee.

**University of Windsor
Senate**

*5.5.2a: **Computer Science - Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION 1 : That the degree requirements for the Bachelor of Computer Science (Honours) (with or without co-op) be changed according to the program/course change forms.*

MOTION 2: That the program sequencing for the Bachelor of Computer Science (Honours Applied Computing) for University Graduates be changed according to the program/course change forms.*

MOTION 3: That the program sequencing for the Bachelor of Computer Science (General) for University Graduates be changed according to the program/course change forms.*

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- The proposal has been approved by the Faculty of Science Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the January 30, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.2

**University of Windsor
Senate**

***5.5.2b: Communication, Media and Film – New Course Proposal**

Item for: Approval

Forwarded by: Program Development Committee

**MOTION: That the following course additions be made*:
 40-350. Scriptwriting for Visual Media**

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- The proposal has been approved by FAHSS Faculty Council and the Program Development Committee.
- Supporting documentation on the proposed change can be accessed by contacting the University Secretariat at ext. 3317, or through the January 30, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.3

**University of Windsor
Senate**

*5.5.2c: **Languages, Literatures, and Cultures – Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION 1: That the degree requirements for that Honours Modern Languages and Second-Language Education, Honours Modern Languages with Two Languages Option, Combined Honours Modern Languages, and Honours Modern Languages (with year abroad) be changed according to the program/course change forms.*

MOTION 2: That the academic regulations on language courses be changed according to the program/course change forms.*

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- The proposal has been approved by the Faculty of Arts, Humanities and Social Sciences Coordinating Council and the Program Development Committee.
- Supporting documentation on the proposed changed can be accessed by contacting the University Secretariat at ext. 3317, or through the January 30, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.4

**University of Windsor
Senate**

*5.5.2d: **Languages, Literatures, and Cultures – New Course Proposal**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: **That the following course additions be made*:**
07-437. Studies in German, Italian and Spanish Literary and Visual Culture

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- The proposal has been approved by FAHSS Faculty Council and the Program Development Committee.
- Supporting documentation on the proposed change can be accessed by contacting the University Secretariat at ext. 3317, or through the January 30, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.5

**University of Windsor
Senate**

***5.5.2e: Economics– New Course Proposals**

Item for: Approval

Forwarded by: Program Development Committee.

MOTION: That the following course additions be made*:
 41-210. Games and Behaviour
 41-416. Urban and Regional Economics

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- The proposal has been approved by the Faculty of Science Coordinating Council and the Program Development Committee
- Supporting documentation on the proposed change can be accessed by contacting the University Secretariat at ext. 3317, or through the January 30, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.6

**University of Windsor
Senate**

***5.5.2f: Engineering - Bachelor of Applied Science Co-op – Minor Program Changes**

Item for: Approval

Forwarded by: Program Development Committee

MOTION: That the Standing Required for Continuation in the Bachelor of Applied Science Co-op programs be changed according to the program/course change forms.*

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- The proposal has been approved by the Faculty of Engineering Council and the Program Development Committee.
- Supporting documentation on the proposed change can be accessed by contacting the University Secretariat at ext. 3317, or through the January 30, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.7

**University of Windsor
Senate**

*5.5.2g: **MBA/JD – Minor Program Changes**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the degree requirements for the Integrated MBA/JD program be changed according to the program/course change forms.*

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- The proposal has been approved by the Faculty of Graduate Studies Council and the Program Development Committee.
- Supporting documentation on the proposed change can be accessed by contacting the University Secretariat at ext. 3317, or through the January 30, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 5.8
-

**University of Windsor
Senate**

*5.5.2h: **Digital Journalism – Minor Program Changes (Form C)**

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Admission Requirements for the Combined BA Honours in Digital Journalism programs be changed according to the program/course change forms.***

**Subject to the approval of expenditures required.*

*** The Combined BA Honours in Digital Journalism (DJ) programs include: DJ and Communication, Media and Film; DJ and English Language and Literature; DJ and English Literature and Creative Writing; and DJ and Political Science)*

Rationale/Approvals:

- The proposal has been approved by the Centre for Inter-Faculty Programs and the Program Development Committee.
- Supporting documentation on the proposed change can be accessed by contacting the University Secretariat at ext. 3317, or through the January 30, 2015 Combined Program Development Committee PDF file posted on the PDC website. To access this particular item go to 4.1

**University of Windsor
Senate**

5.5.3 Master of Applied Economics and Policy - New Program Proposal

Item for: **Approval**

Forwarded by: **Program Development Committee**

MOTION: That the Master of Applied Economics and Policy - New Program Proposal be approved.

**Subject to approval of the expenditures required.*

Rationale/Approvals:

- The proposal has received approval from the Departmental Council, the Faculty of Science Council, the Graduate Studies Council, the Provost and the Program Development Committee.
- In making its recommendation to Senate PDC considers the Proposal Brief, the Reviewers' Report(s) and the Internal Response(s).
- If approved by Senate the proposal will be submitted to Quality Council for full review in accordance with the Quality Assurance Framework.
- There are a number of new courses that are under development for this program proposal. They will be submitted to Graduate Council by March 2015. Once Graduate Council has approved them, they will make their way to PDC and Senate in accordance with the process. The program cannot and will not launch without these new courses.
- See attached.

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

A. Basic Program Information

FACULTY:	Science
AAU:	Economics
Program Title:	Master of Applied Economics and Policy (MAEP)
Name of Program as it Will Appear on the Diploma (e.g., Bachelor of Arts Honours Psychology with thesis) [Please note that, for general degrees, the discipline is not included on diplomas.]	Master of Applied Economics and Policy
Proposed Year of Offering [Fall 20xx]:	Fall 2015
Mode of Delivery:	In Class: Lecture and Research paper
Planned steady-state Student Enrolment (per section B.4.2)	40
Normal Duration for Completion:	16 months
Will the program run on a cost-recovery basis?	Yes

B. Overall Program Plan

B.1 Objectives of the Program/Summary of Proposal (QAF section 2.1.1; MTCU section 4)

The slow recovery of the world economy from the economic recession since 2008 and the slowing down of the emerging economies continue posing serious challenges to policy makers. Economists have not been able to put forward effectively good economic policies to deal with these challenges and their theories are far behind our economic reality. There is an increasing need both from the private sector and the public sector, and in particular, from the emerging economies, that requires professionals with a strong economic background and policy making skills. In order to meet this need, the Department of Economics is proposing a new graduate program: Master of Applied Economics and Policy (MAEP). The program will consist of two distinct parts: (i) a core of seven courses, (ii) six elective courses including two courses from the Masters of Management program. Students will not only acquire solid training in economics but also will gain experience in applying economic theories to policy making. Graduates from the program will possess the knowledge and the skills in economic policy making and, participate effectively in helping decision-makers choose sound economic policies that strike a good balance between cyclical economic recovery and long-run economic growth.

Specifically, the proposed program will provide students with the graduate-level knowledge and skills related to applications of economic theory in policy-making, bridging the gap between theory and practice. It will enable them to find positions in industry, government, think tanks, and international organizations. This program will equip students with the skills and knowledge that enable them to overcome the skill mismatch in the current labour market. Although this program is primarily aimed at international students, we believe it will also be attractive to domestic students who want to become applied economists.

Some important aspects of the University's strategic plan include:

- Promoting international engagement through various means, e.g., increased international student recruitment
- Engaging in partnership to strengthen economy, and well-being of Windsor-Essex region
- Creating a university with graduate programs that build on academic and professional strengths

The proposed MAEP program will address these objectives as outlined below.

- i) The Department of Economics has been very successful in the past in attracting international graduate students, particularly from China and India. This program will further enhance this success by attracting more students with more diverse career interests in addition to our traditional program.
- ii) It is envisioned that the policy project will be conducted in collaboration with industry partners, local, provincial, and international government and organizations. This will give students exposure to relevant economic projects and allow local industries to interact with highly skilled students from diverse backgrounds and nationalities, who may bring international economic opportunities to the local and

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

Canadian economy.

- iii) Students in the MAEP program will be first trained to gain a solid economic background and then introduced to economic policy projects that are relevant to the current economic issues. The strong focus on practical, hands-on training will enhance their learning experience and prepare them to meet the market demand in a volatile global economy.

This program places special emphasis in preparing graduates to utilize the large amounts of data available to professionals in government and business to improve the efficiency and effectiveness of government policies and business projects. MAEP curriculum provides up-to-date techniques and practical examples of how to utilize data to contribute to the effective implementation of policy. The course of study provides a multi-disciplinary approach to policy analysis with focused study on how to utilize economic tools in the analysis of policy issues. The courses present the tools commonly used by economists, including economic modeling, econometrics, cost-benefit analysis, and forecasting.

B.2 Program Content (QAF Section 2.1.4)

Evidence that the proposed curriculum is consistent with the current state of the discipline or area of study.

The program will consist of two distinct parts: a core of seven courses and a series of elective courses (of which students will be required to take six courses including two courses from the Masters of Management program). In each academic year, which elective economics and business courses students should take will be determined by the Department. All courses will be three credit hours. Each portion of the required program is discussed in turn below. In addition, a number of opportunities for students are presented.

Required 03-41-601: Applied Microeconomics
 03-41-602: Applied Macroeconomics
 03-41-603: Mathematics for Applied Economics
 03-41-604: Applied Econometrics 1
 03-41-605: Applied Econometrics 2
 03-41-606: Business Communication
 03-41-607: Research Project in Economic Policy and Seminar

Elective

Two of the following:

03-41-373: International Economics: Trade
03-41-374: International Economics: Finance
03-41-416: Urban and Regional Economics
03-41-420: Industrial Organization Theory
03-41-430: Economics Analysis of Law
03-41-460: Cost-Benefit Analysis
03-41-486: Public Sector Economics: Finance

Two of the following:

03-41-510: International Economics
03-41-550: Monetary Theory and Policy
03-41-580: Models of Strategic Behavior
03-41-594 Special Studies in Economics

Two of the following (offered by the Masters of Management program):

04-78-611: Accounting Concepts and Techniques
04-78-612: Finance in a Global Perspective
04-78-631: International Business
04-78-636: International Financial Reporting
04-78-637: International Financial Management
04-78-655: Domestic Transportation and International Shipping

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

Note the following:

- To improve communication skills, both domestic and international students will be required to complete a course in Business Communication (offered by CEPE) with short modules spread throughout the program. These modules are:
 - Term 1: Learning strategies in North American universities
 - Term 2: Norms of class participation, giving and receiving criticism graciously and productively
 - Term 3: Working in a team, including dealing with personality differences
 - Term 4: Training in using Linked-In
- Students will be required to complete a policy project to fulfill the requirements of Research Project in Economic Policy. Topics would normally be of applied nature. Students would work on group projects involving statistical analysis and make group presentations.

State the unique or innovative curriculum, program delivery, or assessment practices distinguishing this proposal from existing programs elsewhere.

In many of the programs that offer a Masters degree in Economics in Canada, students have no opportunity or requirements to conduct applied policy research or project, which represents the unique feature of our proposed program. Graduates from these other Masters programs enter the real world without adequate practical skills.

The proposed MAEP program is designed to help close the mismatch between the graduates' skills and needs of the labour market for applied economists. It will satisfy a growing education demands for Canadian education from emerging economies and other countries by providing students an opportunity to work on an applied policy project. It will also enhance our competitiveness in international education market.

More specifically, this degree program is designed for students who wish to apply the theory and techniques of economics to the analysis of practical problems in a variety of fields. The program is structured so that a full-time student, with the necessary preparatory background, can complete the course of study in sixteen consecutive months by taking the appropriate courses during the academic year. The focus of the program is applied economics. This focus contrasts with that of alternative professional degrees, such as an MBA, which provide the relevant training for a career in business or management. Unlike the Master of Arts degree in Economics, the MAEP is NOT designed as an intermediate step to the Ph.D.

One of the unique features of the proposed program is emphasis on soft skills such as communications skills and the ability to provide policy advice. The former is addressed through (i) offering a course in business communications (03-41-606: Business Communication) with several modules scattered across the program; (ii) emphasizing group work and group presentation in the research project course (03-41-607: Research Project in Economic Policy and Seminar). The latter is addressed through (i) stressing applied topics in course coverage; (ii) requiring that the student choose policy-oriented topics in the research project course.

B.3 Program Name and Degree Designation/Nomenclature (QAF Section 2.1.1; MTCU section 1) Explanation of the appropriateness of the name and degree designation for the program content and current usage in the discipline. The degree is to be called the Master of Applied Economics and Policy (MAEP). This emphasizes the applied and policy-oriented focus of the program and distinguishes it from our current academic-oriented MA program in the Department of Economics.

This degree program is intended for students who wish to apply the theory and techniques of economics to real-world applications.

B.4 DEMAND FOR THE NEW PROGRAM

[New proposals requiring new/additional resources should be accompanied by a strong argument and clear

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

evidence of student and market demand, and societal need.]

B.4.1 Student and Market Demand (MTCU section 5)

Describe the tools and methodology used to conduct the market assessment.

Provide quantitative evidence of student and market demand both within and outside the local region (e.g., responses/statistics from surveys, etc.).

We conducted market assessment to both qualify and quantify the potential educational market for this program both within Canada and abroad, including:

- Conducted a survey of the University of Windsor’s network of international educational representatives (recruitment agents) to determine potential student interest (see: **Societal Need (MTCU section 6)**).
- Reviewed Canadian & International Labour Market data for degree-related professions, such as public economics, labour economics, natural resources and environment, monetary systems, development, business finance and international trade (see: **Societal Need (MTCU section 6)**).
- Reviewed international economic data from key recruitment markets, including East Asia, Pacific, and South Asia.

In addition, in each of the last three years, the Department of Economics has rejected around 50-70 applications to the existing MA program only because of lack of sufficient technical background such as a course in econometrics. These applicants would be admissible to the proposed program MAEP.

Expected proportion (percentage) of domestic and visa students. For graduate programs, identification of undergraduate or master’s programs from which students would likely be drawn.

This program is open to both domestic and visa students; however, the MAEP program will be strongly promoted as part of the University of Windsor’s professional course-based Masters programs in key international markets, including China, South Asia (Pakistan, Bangladesh, India), Latin America and Africa.

B.4.2 Estimated Enrolments (QAF section 2.1.9; MTCU section 5; Senate Policy C5)

Provide details on projected enrolments in the following tables.

For Co-op programs: normally an annual intake of a minimum of 20 students is required for new co-op programs or programs with other experiential learning component.

Projected enrolment levels for the first five years of operation. (If the program is in operation, use actual and projected data.)	First Year of Operation	Second Year of Operation	Third Year of Operation	Fourth Year of Operation	Fifth Year of Operation (Steady-state student enrolment overall)
In the regular program (non-co-op)	40	75	75	75	75
In the co-op/experiential learning stream (if applicable)	N/A	N/A	N/A	N/A	N/A
For co-op options: projected number of international students enrolled in the co-op stream	N/A	N/A	N/A	N/A	N/A

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

Annual projected student intake into the first year of the program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)	40
Annual projected student intake into the first year of the co-op/experiential learning version of the program: (this may differ from the "first year of operation" projected enrolments which could include anticipated enrolments from students transferring into the second, third, or fourth year of the program)	N/A

B.4.3 Collaborative Program (QAF section 1.6)

If this is a collaborative program with another college/university, identify partners and describe institutional arrangements for reporting eligible enrolments for funding purposes.

N/A

B.4.4 Societal Need (MTCU section 6)

Evidence of societal need for the program will typically include a review of relevant industry and provincial survey and statistical data, as well as review of the proposed program by relevant experts in the field. The development of this proposal included consideration of:

• comments or letters solicited from potential employers regarding the need for graduates of the proposed program within their organization and field of endeavour.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No, explain below
• comments or letters solicited from relevant professional societies or associations about the need for graduates of the proposed program.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No, explain below
• review of industry employment surveys for evidence of societal need (indicating numbers of positions in the field, numbers of new positions anticipated in the field, number of positions in the field current being advertised, etc.)?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No, explain below
• statistical evidence of the number of Ontario students leaving the province to study the field elsewhere in Canada or abroad?	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No, explain below

If yes, append letters, survey or statistics to proposal.

If no, explain:

Comments or letters solicited from potential employers are not included because of lack of response. No comments or letters were solicited from professional societies or associations.

According to Service Canada's February 2013 update the job prospects in this occupation within Canada are fair. Over the last few years, the number of economists and economic policy researchers and analysts positions has increased significantly. This increase is due mainly to a high demand for socio-economic analyses. As these trends are expected to continue, the number of economists and economic policy researchers and analysts is expected to increase significantly over the coming years.

To work in this occupation, candidates must usually have at least a bachelor's degree in economics, or a double major that includes economics. Candidates with a bachelor's degree in sociology and statistics are sometimes considered. A master's degree in economics or with a concentration in economics is increasingly required and is always an asset for positions that involve more responsibility.

There is a dramatic technological change occurring in this field, and the development of new quantitative methods and access to a mass of information over the Internet are also influencing this occupation. They make it possible to process digital data faster and polish the presentation of the results. The tools also make it

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

possible to carry out many types of quantitative and qualitative analyses that were not previously possible, and to seek more depth when it comes to more traditional analyses.

As these trends are expected to continue, the number of economists and economic policy researchers and analysts is expected to increase significantly over the coming years.

Average Annual Employment Income (Full-Time, Full-Year)	Unit Group 4162	
Full-time, full-year	70.0%	
Average income	\$71,084	
0-19999\$	2.0%	
20000-49999\$	21.4%	
50000\$ and over	76.5%	
	Main Areas of Employment	%
Public Administration		53.1
Provincial		27
Federal		23.8
Professional, Scientific and Technical Services		14.3
Management, Scientific and Technical Consulting Services		6.8
Finance and Insurance		7.4
Religious, Grant-making, Civic, and Professional and Similar Organizations		7.2

Statistical evidence of the number of Ontario students leaving to study the field elsewhere was not available.

Describe the tools and methodology used to assess societal need. Elaborate on the

- 1) dimensions of (e.g., socio-cultural, economic, scientific, or technological),
- 2) geographic scope of (e.g., local, regional, provincial, or national), and
- 3) anticipated duration of, and trends in,

societal need for graduates of the new program

In Spring 2014, the Centre for Executive and Professional Education (CEPE) asked the network of educational recruitment partners to provide confidential feedback on the proposed MAEP program. They asked for input into employment demand for graduates from the proposed program within their region and globally, estimated annual demand from qualified applicants, likelihood of recommending the program to clients, and key elements to consider for inclusion within the program to ensure success. The overall results of this exercise indicate that the proposed MAEP program would be successful.

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

Figure 1: Educational recruitment partner survey – Master of Applied Economics and Policy (Spring, 2014)

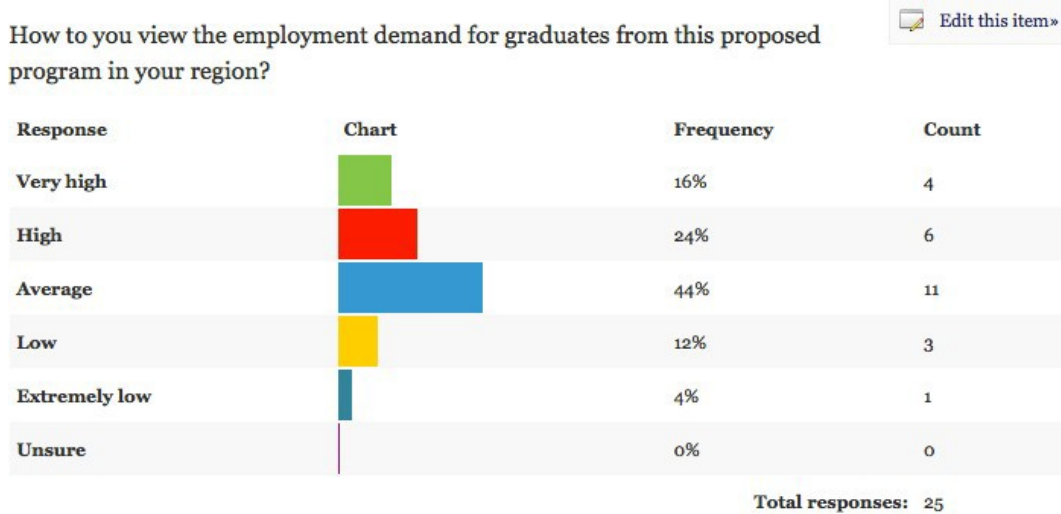
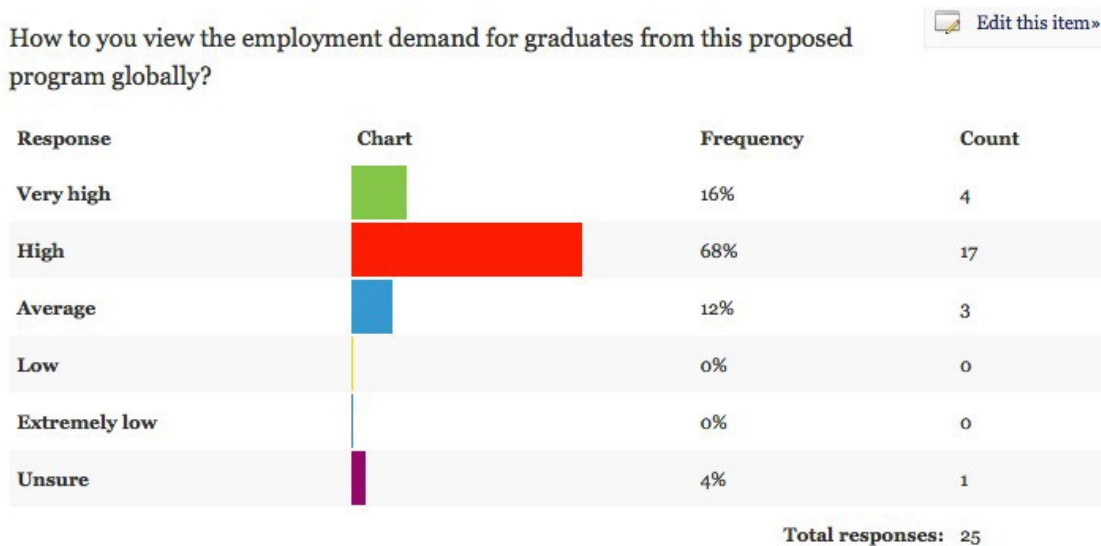


Figure 2: Educational recruitment partner survey – Master of Applied Economics and Policy (Spring, 2014)



B.4.5 Duplication (MTCU section 7)

List similar programs offered by other institutions in the Ontario university system. Resources to identify similar programs offered in Ontario include www.electronicinfo.ca, www.electronicinfo.ca/einfo.php, and www.oraweb.aucc.ca/showdcu.html. Also, list similar program in the geographically contiguous area, e.g., Michigan/Detroit.

Table 1 below displays Economics programs in Ontario that are somewhat similar to the proposed program.

Table 1

Institution	Similar Program(s)
Brock University	Master of Business Economics
McMaster University	Master of Economics Policy (MA)
Ryerson University	Master of Public Policy and Administration (MA)
University of Toronto	Master of Financial Economics

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

University of Western Ontario	Master of Financial Economics
Wilfrid Laurier University	Master of Arts in Business Economics

If the proposed program is similar to others in the system, demonstrate that societal need and student demand justify the duplication. Identify innovative and distinguishing features of proposed program in comparison to similar programs

The MAEP is a course-based graduate program that has been specifically designed for individuals who are interested in gaining additional education within areas of high employment. Graduates will have developed highly specialized professional skills and knowledge that can be directly applied to private and public business settings.

In the existing conventional programs in economics, students are expected to work with faculty members to undertake a unique research project involving a major research paper (or thesis and defense). Students contemplating a Ph.D. or an academic career are better served in these programs. Pre-professional students will directly benefit from the MAEP program, as it is a professional, course-based master's degree that is more structured and focused on the direct application of knowledge in teaching and educational administration contexts.

The MAEP program offers a unique combination of courses that prepare graduates for work in the specialized field of economic policy. One of the unique features of the proposed program is emphasis on soft skills such as communications skills and the ability to provide policy advice. The former is addressed through (i) offering a course in business communications (03-41-606: Business Communication) with several modules scattered across the program; (ii) emphasizing group work and group presentation in the research project course (03-41-607: Research Project in Economic Policy and Seminar). The latter is addressed through (i) stressing applied topics in course coverage; (ii) requiring that the student choose policy-oriented topics in the research project course. Compared to a thesis-based program that focuses on academic theory and research, MAEP graduates will be prepared to immediately secure positions in the field of Economic Policy. The unique interdisciplinary nature of this program, with courses offered in the field of management and business, provides students with a broad perspective on policy formulation along with focused training in economic analysis and the use of quantitative tools. After having studied the necessary tools to search for and analyze economic data, the students will have an opportunity to apply these skills in the applied research project towards the end of the program.

B.5 RESOURCES

[In this section, proposers will identify in detail the resources currently available, the anticipated sources of new resources, any reallocation of resources or cost-savings, and additional resources required to run the proposed new program. The resource impact of a proposal is almost never neutral. Note: Proposers must also complete and submit the attached **Budget Summary** with the new program proposal.]

B.5.1 Resources Available

[Complete Budget Summary Sheet – Appendix B]

B.5.1.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to the proposed program.

See section B.5.1.1b.

B.5.1.1a

Complete the following table listing faculty members in the AAU offering the program as well as faculty members from other AAUs who are core to the delivery of the proposed program. Indicate in the table the involvement of each faculty member in the new and existing program(s) offered by the AAU.

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

Faculty Name & Rank (alphabetical)	Graduate Faculty member (for graduate programs only)	Program Affiliation list all programs offered by the AAU and indicate faculty affiliation to the new and existing program(s)	
		MA	MAEP
Category 1: Tenured Professors teaching exclusively in the AAU offering the program			
Arbex, Marcelo – Associate Professor	Y	Y	Y
Bajic, Vladimir – Associate Professor		Y	Y
Charette, Michael – Associate Professor	Y	Y	Y
Jouini, Tarek – Assistant Professor	Y	Y	Y
Li, Dingding – Associate Professor	Y	Y	Y
Meng, Ronald - Professor	Y	Y	Y
Rhee, Jay (Hyuk-jae) – Associate Professor	Y	Y	Y
Suh, Sang-Chul -Professor	Y	Y	Y
Trudeau, Christian – Associate Professor	Y	Y	Y
Turdaliev, Nurlan – Associate Professor	Y	Y	Y
Wang, Yuntong – Professor	Y	Y	Y
Category 6: Sessionals and other non-tenure track faculty			
Benson, David			Y
Clayton, Graham			Y
Latvenas, Jurate			Y
Category 7: Others			
...			

The faculty members associated with the MAEP program will be involved in teaching the core Economics courses. The two courses from the Masters of Management program will be taught by instructors from the Odette School of Business, who are already involved in delivering these courses.

B.5.1.1b

Assess faculty expertise available and actively committed to the new program. Provide evidence of a sufficient number and quality of faculty who are qualified to teach and/or supervise in the proposed program, and of the appropriateness of this collective faculty expertise to contribute substantially to the proposed program.

Include evidence (e.g., qualifications, research/innovation/scholarly record) that faculty have the recent research or professional/clinical expertise needed to:

- sustain the program
- promote innovation, and
- foster an appropriate intellectual climate.

Append curricula vitae of all faculty members in the AAU offering the program as well as from faculty members from other AAUs who are core to the delivery of the program.

Faculty CVs should be provided in a standardized format - contact the Quality Assurance office for instructions about how to obtain properly formatted CVs from the UWindsor eCV system. Other standardized formats are acceptable as well, such as that used by one of the Tri-Councils.

[Note: CVs are not required for undergraduate diploma or certificate proposals.]

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

The average teaching load for faculty members in the Economics Department includes 4 courses plus supervision of graduate students. There is available capacity in the department to offer the new MAEP courses, and many faculty members have indicated their willingness to support the program by being available to teach these courses.

A brief summary of each faculty instructor involved in the MAEP program is given below. Complete details of each professor's research fields, publications, awards and achievements can be found in their attached CV's, Appendix A.

Professor Abex's research fields include macroeconomics, fiscal and monetary economics, informal activities, and tax evasion. He teaches both undergraduate and graduate courses including 41-231 – Intermediate Macroeconomics I, 41-232 – Intermediate Macroeconomics II, 41-433 – Advanced Macroeconomics I, 41-550 – Monetary Theory, 41-594 – Special Topics in Economics. He has won many teaching awards.

Professor Bajic's research interests are in urban economics and housing. He has been the undergraduate Director in the Department of Economics for many years.

Professor Charette's research interests include applied econometrics and economic statistics, labour economics, applied economics, and applied microeconomics. He has taught law and economics courses and has extensive experience in applied economics and economic policy.

Professor Jouini's research interests are econometrics, finite sample and simulation based inference, macroeconomics & monetary economics. He has taught 41-541 Econometric Theory I, 41-424 Advanced Microeconomics II, 41-582 Time Series Analysis I.

Professor Li's research interests include econometrics and nonparametric econometrics. She teaches 41-313 Introduction to Econometric Methods I, 41-350 Labour Theory, 41-314 Introduction to Econometric Methods II, 41-542 Econometric Theory II.

Professor Meng's research interests include labour economics, occupational health & safety, social assistance programs, literacy, and applied microeconomics. He has taught labour economics and public finance courses.

Professor Rhee's research interest is in international macroeconomics, and in particular, in monetary policy in a small open economy. He teaches 41-502 Macroeconomic Theory I, 41-434 Advanced Macroeconomics II, 41-510 International Economics.

Professor Suh's research interests include social choice theory, game theory, and microeconomic theory. He teaches 41-380 Game Theory, 41-503 Microeconomic Theory II, 41-581 Mathematical Economics, 41-423 Advanced Microeconomics.

Professor Trudeau's research focuses on cooperative game theory, axiomatic analysis of cost sharing mechanisms, as well as theoretical industrial organization. He teaches 41-221 Intermediate Microeconomics I, 41-385 Public Economics: Expenditure, 41-420 Industrial Organization Theory, 41-424 Advanced Microeconomics II, 41-501 Microeconomic Theory, 41-503 Microeconomic Theory II, and 41-531 Industrial Organization.

Professor Turdaliev's research interests are in monetary economics, macroeconomics, and game theory. He has taught 41-111 Introduction to Economics II, 41-306 Mathematical Economics I, 41-335 Money and Banking, 41-341 Economic Growth and Development Theory, 41-373 International Economics: Trade Theory and Policy, 41-406 Mathematical Economics II, 41-433 Advanced Macroeconomics I, and 41-504 Macroeconomic Theory II.

Professor Wang's research interests include cost sharing problems on networks, designing efficient and incentive-compatible water allocation mechanisms, and applications of convex analysis in economic theory. He teaches 41-503 Microeconomic Theory II, 41-581 Mathematical Economics, and 41-323 Advanced Microeconomics.

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

Describe the area’s expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the proposed program.

It is expected that our tenured faculty, within the Department of Economics, will deliver the majority of the MAEP courses. In some cases, qualified sessional instructors may be engaged in delivering a course, if needed, e.g., when a core instructor is on sabbatical. The business courses will be delivered by instructors from the Odette School of Business, and may include sessional or limited term faculty as well as regular faculty.

The appointment of any adjunct and/or sessional faculty is in keeping with all graduate faculty regulations related to the appointment of faculty to teach within the program. Instructors are sought in accordance with procedures agreed on by the Department of Economics and may include advertising, both externally and internally in the appropriate AAU(s), and by direct solicitation. Those appointed will have relevant experience and qualifications. The appointments are made by the Dean of Science following recommendation by the AAU appointments committee in the Faculty that is responsible for the academic aspects of the program.

B.5.1.1d

For graduate programs: Explain how supervisory loads will be distributed, and describe the qualifications and appointment status of faculty who will provide instruction and supervision.

As it is a course-based Masters program, no research supervision will be required. The instructors will be responsible to the students within their specific graduate course for office hours, feedback, etc. Each faculty member involved in teaching graduate-level courses in the program currently holds 'Graduate Faculty' status. (See also subsection B.5.1.1b.)

B.5.1.1e

For graduate programs: Where appropriate to the program, provide evidence that financial assistance for graduate students will be sufficient to ensure adequate quality and numbers of students.

This is a cost-recovery program. There is no financial assistance available from the Institution to support students who elect to enroll in the MAEP program. Individuals are qualified to apply for external awards if applicable.

B.5.1.1f Other Available Resources

Provide evidence that there are adequate resources available and committed to the proposed program to sustain the quality of scholarship produced by undergraduate students as well as graduate students’ scholarship and research activities, including for example:

- staff support, library,
- teaching and learning support,
- student support services,
- space,
- equipment,
- facilities
- GA/TA

Students in the MAEP program will use the existing computer lab in Chrysler Hall North (CHN), room 1185. As the program enrolment grows, more space may be needed. The Department of Economics is exploring the campus for additional space for a classroom setting with computer access and a dedicated study area/lounge to accommodate the MAEP students. We will apply for a Strategic Priority Fund (SPF) funding for the 2015/16 year to upgrade the space and equip it with PCs and software, but other funding alternatives are also being explored and discussions in regards to lab needs will be held with the appropriate committees (e.g., Space Planning).

The Faculty of Science and/or Department of Economics is solely responsible for the faculty appointments associated with the program. The Department of Economics is responsible for delivery of the academic program, including the review and admission of students into the academic program, academic support services, curriculum development, and academic instruction.

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

The University of Windsor offers a wide-range of services and support for international students. The Centre for Executive and Professional Education (CEPE) at the University of Windsor is the primary point of contact for the students in the early stages of the process, including:

- Responding to inquiries from potential students
- Conducting recruiting efforts abroad
- Liaising with international educational agents and students guiding them throughout the recruiting process.

In addition to the administrative support, provided by CEPE, the University of Windsor offers a broad range of student support services available to all students, including:

Academic Support Academic

Integrity Office Advising
Centre
Biology Learning Centre
Bookstore
Document Imaging Centre / CourseWare
Math & Stats Learning Centre
Centre for English Language Development
Chemistry & Physics Resource Centre Computer
Science Resource Centre Computer & Physics
Resource Centre Disability Services
Earth & Environmental Sciences Resource Centre
Economics Help Centre Information
Technology Services Languages Mini
Lab
Library Services
Nursing Lab
Odette Financial Markets Lab
Outstanding Scholars
Social Work Learning Centre
S.T.E.P.S. (Skills to Enhance Personal Success) Writing
Support

Career and Employment Services

Alumni Affairs
Centre for Career Education Human
Resources Services MyCareer
Volunteer Internship Program
Volunteer opportunities

Enrolment Services

Cashier's Office
Faculty of Graduate Studies
Registrar's Office
Student Awards and Financial Aid
UwinCARD

Health & Wellness

Athletics & Recreational Services
Campus Dental Centre
Campus Recreation
Forge Fitness Centre
Psychological Services & Research Centre

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

St. Denis Centre
Student Counselling Centre
Student Health 101
Student Health Services
University Pharmacy
Windsor Lancers - Varsity Sports

Living Support

Campus Community Police Canterbury College
Student Housing Food Services
Parking Services
Off-Campus Housing
Residence Services
Walksafe

Orientation & Transition

Educational Development Centre Peer Support
Centre
S.O.S. (Students Orienting Students) Windsor
Welcome Week

Social/Cultural Support

Aboriginal Education Centre Campus
Ministry
Child Care Services
Community Legal Aid Human Rights Office
International Students Centre Mediation
Services
Multi-Faith Space
Student Advocate Office
Womyn's Centre

The University of Windsor offers specific support services to international students, including:

- International Students Centre whose services include:
 - o Consulate, Embassy and High Commission and liaison
 - o ongoing support and advice for academic and personal concerns
 - o assistance with study permit renewal and off-campus work permit applications
 - o intercultural communication training
 - o admission and transfer credit
 - o international experiences abroad as part of the university's exchange and study abroad opportunities
- Soft landing program: Students receive free taxi pick-up services and are able to stay for free at a hotel during their first night in Canada and pay reduced rates for the remainder of their stay until they can move into University residences or find off-campus accommodation.
- Passport, visa, and work permit support
- A Windsor International Students Email List is to facilitate the sharing of information between the International Student Centre (ISC) and University of Windsor students

B.5.1.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the proposed program's reliance on existing resources from other campus units , including for example:

- existing courses,
- equipment or facilities outside the proposer's control,
- external resources requiring maintenance or upgrading using external resources

Provide relevant details.

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

Students enrolled in our new program can choose two courses from the Masters of Management program (see section B.2) offered by the Odette School of Business. Students also need to take a course in business communications (see section B.2) offered by CEPE. The student will need to work with economic data to finish their research project. In order to get access to and collect the proper data, students and our instructors will need the help of the Data Specialist from the Leddy Library Academic Data Centre.

We will need the University IT Services to help us maintain our department computer lab.

There is no other equipment or facilities that are required outside the control of the Department of Economics.

B.5.1.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the proposed program.

There are no additional resources that are required, at this time, to come from the area, department or faculty to allow the Department of Economics to be able to operate this program. If the program is successful and meets target enrollments in the first two years, additional space may be requested for a dedicated study area/lounge to accommodate the MAEP students.

B.5.1.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- internal reallocation of resources and
- cost savings

identified and pursued by the area/department in preparing this proposal.

The two business courses from the Masters of Management program (see section B.2) that are identified in the proposal are offered as part of the University of Windsor's Master of Management Program. This program will be able to use existing courses that are scheduled to run, thereby, reducing the overall costs associated with the delivery of the program. In addition, CEPE will assist the program with student recruitment. A dedicated program administrator will work with CEPE's admissions team for admissions, respond to student inquiries, and organize program logistics. CEPE's remaining staff resources will be used to ensure the "most personal student experience", including clerical, program development, marketing, and facilities support. The costs of adding this program to their existing repertoire of programs make this partnership cost-effective, efficient, and scalable compared to attempting to implement solely within the Department.

B.5.1.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to run the proposed program.

Faculty: Additional instructors may be required to teach in the program. Individuals will be selected based on the following qualifications: appropriate educational qualifications, track record of excellence in teaching at the graduate level, and appropriate subject matter knowledge/expertise. The cost-recovery nature of the program will cover instructor resource needs.

Staff: No additional staff required.

GA/TAs: As a cost-recovery program there are no GA/TA allocations available. Additional instructor support may be provided on a contractual basis depending on the demands of the program and/or course.

Describe all **additional institutional resources and services** required by all affected areas or departments to run the proposed program, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

Library Resources and Services: Only library resources and services that are currently available will be required to deliver this program.

Teaching and Learning Support: Only teaching and learning supports that are currently available will be required to deliver this program.

Student Support Services:

It is expected, given the recruitment and “pro-educational” focus for this program, that additional institutional resources and services would be required by providers which support international students; especially, the Centre for English Language Development (CELD) and the International Student Centre (ISC).

English Language Training Program: The Centre for Executive and Professional Education (CEPE) works with its partners to offer English Language Training for students who require additional assistance prior to entering the program.

International Student Centre: The University of Windsor’s International Student Centre (ISC)(Laurier Hall, 2nd Floor) facilitates the well being of students engaged in international experiences, providing continuous support to help them succeed. CEPE and ISC work closely to ensure that the student’s experience is positive by providing professional advice and information related to working in Canada, Housing & Food, Health & Medical, and a wide variety of other topics pertinent to International students.

Space and Facilities: There are no additional space or facilities that have been identified as part of this program.

Equipment (and Maintenance): Approximately ten PCs will be purchased along with some software requirement such as Stata, Eviews and Matlab.

C. Program Details

The Master of Applied Economics and Policy is a professional program that will provide students with a solid foundation and knowledge of policy-oriented practical aspects of economics. This program will enable students to take up position in international organizations, government, banks, consulting firms, and other private companies in Canada and around the world.

C.1 Admission Requirements (QAF section 2.1.2)

Describe

- program-specific admission requirements,
- selection criteria,
- credit transfer,
- arrangements for exemptions or special entry, and
- alternative admission requirements, if any, for admission into the program, such as minimum average, additional language requirements or portfolios, recognition of prior work or learning experience (and how this will be assessed), etc.

In order to be admitted to the program, a student must hold a 4-year bachelor degree with a minimum major average of B- (70%) or an average of B+ (77%) or better in the last 2 years of study. Applicants must have at least one undergraduate course in statistics, and introductory-level courses in microeconomics and macroeconomics. In exceptional cases, students not meeting these requirements can be admitted at the discretion of the Program Coordinator after consultation with the Advisory Board. In addition, two semesters of calculus, and a semester of intermediate microeconomics and macroeconomics are highly recommended, but not required.

Applicants are strongly encouraged to have a demonstrated background in economics and mathematical and statistical foundations. Admission is highly competitive and preference will be given to applicants who exceed the

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

minimum requirements and who have demonstrated work experience in the field. Candidates who lack the recommended background may be considered for admission on a case by case basis.

Candidates must demonstrate English proficiency by meeting or exceeding an IELTS score of 6.5 (or equivalent). If an applicant receives an English language proficiency score of less than 6.5 (or equivalent) they may be offered a conditional letter of acceptance pending successful completion of an approved English Language Training program, such as the University of Windsor’s Centre for English Language Development’s English Language Improvement Program (ELIP), or submitting a successful English language test score.

Applicants must pass a successful interview.

Demonstrate that admission requirements are sufficient to prepare students for successful attainment of the intended learning outcomes (degree level expectations) established for completion of the program.

The above requirements are consistent with the requirements for our Master of Economics program and will ensure that students entering the MAEP program will have the necessary academic background.

C.2 Program Curriculum Structure/Program of Study (QAF sections 2.1.4 and 2.1.10)

Provide evidence of a program structure and faculty research that will ensure the intellectual quality of the student experience.

NB: For graduate programs, provide evidence that each graduate student in the program is required to take a minimum of two-thirds of the course requirements from among graduate-level courses. Include course requirements with course numbers and course names.

Total courses: 39 credit hours (13 courses – 3 credit hours each)

Major requirements:

- 03-41-601: Applied Microeconomics
- 03-41-602: Applied Macroeconomics
- 03-41-603: Mathematics for Applied Economics
- 03-41-604: Applied Econometrics 1
- 03-41-605: Applied Econometrics 2
- 03-41-606: Business Communication
- 03-41-607: Research Project in Economic Policy and Seminar

These are new courses under development. Their course descriptions (forms D) will be submitted to the Graduate Studies Council by March 2015.

Other requirements: Two of the following:

- 03-41-373: International Economics: Trade
- 03-41-374: International Economics: Finance
- 03-41-416: Urban and Regional Economics
- 03-41-420: Industrial Organization Theory
- 03-41-430: Economics Analysis of Law
- 03-41-460: Cost-Benefit Analysis
- 03-41-486: Public Sector Economics: Finance

Two of the following:

- 03-41-510: International Economics
- 03-41-550: Monetary Theory and Policy
- 03-41-580: Models of Strategic Behavior
- 03-41-594 Special Studies in Economics

Two of the following (from the Masters of Management program, see section B.2):

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

04-78-611: Accounting Concepts and Techniques
04-78-612: Finance in a Global Perspective
04-78-631: International Business
04-78-636: International Financial Reporting
04-78-637: International Financial Management
04-78-655: Domestic Transportation and International Shipping

In each academic year, which elective economics and business courses students should take will be determined by the Department.

Recommended options (if any): Not applicable.

Description of thesis option (if applicable): Not applicable.

Description of experiential learning components (if applicable):

[Describe how the program requirements differ for students who complete the experiential learning option and those who opt not to.]

Not applicable

Explanation of how credit will be awarded for the experiential learning component (length of component, credit weighting, etc.), if applicable: Not applicable.

For Co-op components:

Guidelines for co-op work term reports: Not applicable.

General length of co-op work term: Not applicable.

Is the completion of the experiential learning/co-op component a requirement of the program? Not applicable.

C.3.1 For Graduate Program Only (QAF sections 2.1.3 and 3; Senate Policy C5):

Normal Duration for Completion: provide a clear rationale for program length that ensures that the program requirements can be reasonably completed within the proposed time period.

The MAEP is a 4-term program. To accommodate transition to a new environment, in the first term the students will take three courses. They will enroll in four courses in the second term and two courses in the third term. In the last term, they will take four courses including a research project and completing a course in business communications with modules spread throughout the program.

Program Research Requirements: for research-focused graduate programs, provide a clear indication of the nature and suitability of the major research requirements for completion of the degree.

The proposed program is a course-based program that does not have a traditional “research” element; however, graduates of the program, through the successful completion of their course work, will demonstrate research- learning outcomes, including:

- Working comprehension of how research, inquiry, and discovery are used to develop and understand knowledge within the field of policy-oriented applied economics
- Ability to critically evaluate current research and scholarship within area of professional competence
- Apply knowledge gained within the field in an original or unique manner

Fields in a Graduate Program [optional]: Where fields are contemplated, provide the following information:

- The master’s program comprises the following fields: ...[list, as applicable]
- The PhD program comprises the following fields: ...[list, as applicable]

Not applicable.

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

C.3.2 For All Program Proposals:

C.3.2.1 Standing Required for Continuation in Program

Minimum average requirements for continuation in the program

Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].

Specify standing required for continuation in the experiential learning option or co-op option of the program, where applicable.

Students must maintain an average of B- (70%). Students may be permitted to have at most two C-level grades (60-69%).

C.3.2.2 Standing Required for Graduation

Minimum average requirement to graduate in the program

Must conform to the regulations for standing required for continuation in the program described in the undergraduate and graduate web calendars [www.uwindsor.ca/calendars].

Specify standing required for graduation in the experiential learning option or co-op option of the program, where applicable.

In order to graduate, students must have an average of B- (70%). Students may be permitted to have at most two C-level grades (60-69%), on a case by case basis, based on recommendation from the MAEP program committee.

C.3.2.3 Suggested Program Sequencing

Provide suggested program sequencing for each year of the program, ensuring that all pre-requisites are met in the sequencing.

Where applicable, provide work/study/placement sequencing for each year of the experiential learning/co-op version of the program. Please ensure that all pre-requisites are met in the sequencing.

For Co-op programs: The proposed work/study sequence or alternative arrangement should allow for year-round availability of students for employers (if appropriate) and, wherever possible, should meet the guidelines for co-operative education as set out by the Canadian Association for Co-operative Education (see Policy on Co-op Programs).

Fall Semester (Sept. – Dec.: Term 1):

03-41-603: Mathematics for Applied Economics

03-41-604: Applied Econometrics 1

03-41-601: Applied Microeconomics

03-41-606: Business Communication, Module 1: Learning strategies in North American universities

Winter Semester (Jan. – April: Term 2):

03-41-605: Applied Econometrics 2

03-41-602: Applied Macroeconomics

ONE of the following:

03-41-373: International Economics: Trade

03-41-374: International Economics: Finance

03-41-416: Urban and Regional Economics

03-41-420: Industrial Organization Theory

03-41-430: Economics Analysis of Law

03-41-460: Cost-Benefit Analysis

03-41-486: Public Sector Economics: Finance

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

ONE of the following:

- 03-41-510: International Economics
- 03-41-550: Monetary Theory and Policy
- 03-41-580: Models of Strategic Behavior
- 03-41-594 Special Studies in Economics

03-41-606: Business Communication, Module 2: Norms of class participation, giving and receiving criticism graciously and productively

Summer Semester (May – July: Term 3):

TWO of the following:

- 04-78-611: Accounting concepts and techniques
- 04-78-612: Finance in a Global Perspective
- 04-78-631: International Business
- 04-78-636: International Financial Reporting
- 04-78-637: International Financial Management
- 04-78-655: Domestic Transportation and International Shipping

03-41-606: Business Communication, Module 3: Working in a team, including dealing with personality differences

Fall Semester (Sept. – Dec.: Term 4):

- 03-41-607: Research Project in Economic Policy and Seminar

ONE of the following:

- 03-41-373: International Economics: Trade
- 03-41-374: International Economics: Finance
- 03-41-416: Urban and Regional Economics
- 03-41-420: Industrial Organization Theory
- 03-41-430: Economics Analysis of Law
- 03-41-460: Cost-Benefit Analysis
- 03-41-486: Public Sector Economics: Finance

ONE of the following:

- 03-41-510: International Economics
- 03-41-550: Monetary Theory and Policy
- 03-41-580: Models of Strategic Behavior
- 03-41-594 Special Studies in Economics

03-41-606: Business Communication, Module 4: Training in using Linked-In

C.4 LEARNING OUTCOMES (Degree Level Expectations) (QAF section 2.1.1, 2.1.3, and 2.1.6) COMPLETE THIS TABLE FOR GRADUATE DEGREE PROGRAMS

In the following table, provide the specific learning outcomes (degree level expectations) that constitute the overall goals of the program (i.e., the intended skills and qualities of graduates of this program). Link each learning outcome to the Characteristics of a University of Windsor Graduate by listing them in the appropriate rows.

A learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate. All University of Windsor programs should produce graduates able to demonstrate each of the nine characteristics. Program design must demonstrate how students acquire all these characteristics. All individual courses should contribute to the development of one or more of these traits: a program in its entirety must demonstrate how students meet all of these outcomes through the complete program of coursework.

Proposers are strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes (degree level expectations).

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

Program Learning Outcomes (Degree Level Expectations) This is a sentence completion exercise. Please provide a minimum of 1 learning outcome for each of the boxes associated with a graduate attribute. <u>At the end of this program, the successful student will know and be able to:</u>	Characteristics of a University of Windsor Graduate <u>A UWindsor graduate will have the ability to demonstrate:</u>	OCGS-approved Graduate Degree Level Expectations
<p>A. Describe, critically appraise, and apply advanced concepts in economics</p> <p>Identify, distinguish, and evaluate various modeling approaches in different areas of economics.</p> <p>Identify and relate real data counterparts to variables used in theoretical economic models.</p>	<p>A. the acquisition, application and integration of knowledge</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge</p>
<p>B. Choose the appropriate models and mathematical techniques to propose solutions to economic problems.</p> <p>Examine and summarize relevant economic literature and identify the appropriate data to analyze economic problems.</p>	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>	<p>2. Research and Scholarship 3. Level of Application of Knowledge 6. Awareness of Limits of Knowledge</p>
<p>C. Assess complex policy issues and analyze them using economic models.</p> <p>Formulate and conduct empirical tests of theoretical economic models using standard data sources.</p> <p>Critically evaluate current applied research in economics.</p> <p>Formulate, summarize and assess competing arguments based on established theories.</p> <p>Explain how conclusions depend on underlying assumptions and limitations of data</p>	<p>C. critical thinking and problem-solving skills</p>	<p>1. Depth and Breadth of Knowledge 2. Research and Scholarship 3. Level of Application of Knowledge 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge</p>
<p>D. Apply economic theory and quantitative methods to solve specific economic problems.</p> <p>Discuss and formulate economic policy recommendations.</p>	<p>D. literacy and numeracy skills</p>	<p>2. Research and Scholarship 5. Level of Communication Skills</p>

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

E. Illustrate and critically assess the important aspects of ethical conduct expected of an economics professional. Identify and appraise various channels through which economic policy decisions impact society and advancement of communities.	E. responsible behaviour to self, others and society	4. Professional Capacity/Autonomy 6. Awareness of Limits of Knowledge
F. Demonstrate high level interpersonal and communications skills through successful project collaborations. Communicate ideas, issues and conclusions clearly.	F. interpersonal and communications skills	5. Level of Communication Skills
G. Contribute as a productive member of an economic analysis team. Demonstrate leadership in project management when working in teams.	G. teamwork, and personal and group leadership skills	4. Professional Capacity/Autonomy 5. Level of Communication Skills
H. Design economic models in a concise and formal manner. Formulate findings and recommendations on economic problems in a precise and concise manner.	H. creativity and aesthetic appreciation	2. Research and Scholarship 4. Professional Capacity/autonomy 6. Awareness of Limits of Knowledge
L. Demonstrate ability for independent thinking that is required for continuing professional development. Identify and critically assess current economic policy issues.	I. the ability and desire for continuous learning	4. Professional Capacity/autonomy

C.4.1

Describe how the program's structure and regulations ensure that its specified learning outcomes can be met by successful students.

In order to meet the learning outcomes, students will not only need to acquire technical knowledge, they will need to apply that knowledge to analyze complex decision problems, propose and evaluate different options and construct suitable solutions, including economic policy advice.

The set of courses in the program will require students to learn new concepts, do online searches to find relevant information and data on specified topics, and develop their critical thinking and problem solving skills by creating appropriate solutions. The program is designed so that when students graduate, they are able to think like economists; this is reflected in the degree level expectations. The MAEP courses cover learning outcomes A, C, E, F, G, and H from the table in section C.4 above. The policy research project at the end of the program covers learning outcomes A, B, D, G and I. Research projects will be a component of some of the courses, allowing the students to develop their interpersonal and leadership skills, and in-class presentations, and written reports will enhance their communication skills.

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM “A”

C.4.2

For programs with an experiential learning or co-op component: describe how the experiential learning/co-op component changes the emphasis or the means of achieving the intended learning outcomes for the program.

Not Applicable

C.4.3 Mode of Delivery (QAF section 2.1.5)

Demonstrate that the proposed modes of delivery are appropriate to meet the intended program learning outcomes. Discuss online vs. face-to-face (e.g., lecture, seminar, tutorial, lab) modes of delivery, as well as specialized approaches intended to facilitate the acquisition of specific skills, knowledge, and attitudes.

The program consists of required economics courses as well as related business courses that will provide them with the required technical knowledge, and associated problem solving, communication and interpersonal skills. The economics courses will consist of lectures, and will be augmented by hands-on training in data analysis. Students will be given assignments and projects where they have to apply their knowledge to analyze a problem and develop appropriate solutions, together with other team members, and communicate the results.

The Research Project course will be run by a senior faculty member with a well-established research record and strong policy experience.

C.5 Student Workload

Provide information on the expected workload per course credit (3.0) of a student enrolled in this new program/major program change. (For assistance with this exercise, proposers are encouraged to contact the Centre for Teaching and Learning.)

Expected Workload per 3.0 Course Credit/week	Average Time the Student is Expected to Devote to Each Component Over the Course of the Program per week
Lectures	3.0
Tutorials	
Practical experience	
Service or experiential learning	
Independent study	2.0
Reading and work for assessment, including meeting classmates for group work/project assignments (essays, papers, projects, laboratory work, etc.)	4.0
Studying for tests/examinations	2.5
Other: <u>[specify]</u>	
Compare the student workload for this program with other similar programs in the AAU. The student workload in the MAEP program is comparable to that in the existing MA program in the Department of Economics.	

D. MONITORING AND EVALUATION (QAF section 2.1.6)

Describe and explain the appropriateness of, the proposed methods of assessing student achievement given the intended learning outcomes and degree level expectations.

Students will be evaluated using a variety of methods, including examinations, assignments, project demonstrations, written reports and presentations, to ensure teaching and learning are consistent with the University's degree level expectations. These are consistent with existing assessment methods for Master level students in the Economics Department, which have been effective in determining if students have attained the intended learning outcomes.

PROGRAM DEVELOPMENT COMMITTEE PROPOSAL BRIEF FOR NEW PROGRAMS FORM "A"

Describe the plan for documenting and demonstrating student performance level and demonstrate its consistency with the stated learning outcomes and degree level expectations.

Each course instructor will be responsible for determining and assigning grades in the courses assessment- activities and for a student's overall course performance, to ensure that course-level learning outcomes are satisfied. Student performance will be documented by comparison with similar-level students in the same course or within other graduate programs in the Department of Economics. The program is designed so that when students graduate, they are able to think like economists, something that is reflected in the degree level expectations.

The Department of Economics will keep track of the employment rate as a measure of how well the degree prepares graduates to be (and think like) economists.

E. EXPERIENTIAL LEARNING/CO-OP COMPONENT ONLY (Senate Policy C5)

[Complete this section ONLY if the proposed program includes an experiential learning or co-op component involving paid or unpaid placements.] – Not Applicable

E.7 Guidelines for the Establishment of New Co-op Programs: CHECKLIST

Final Overview:

Please complete this checklist to ensure that the senate-approved guidelines for the establishment of a new co- op program have been addressed.

Does the proposal:

- o include the endorsement of/involvement by the Centre for Career Education?
- o adequately describe the academic program?
- o include a strong rationale for co-operative education?
- o list the types of positions suitable to students at the junior, intermediate and senior work-term?
- o articulate the possibility for international placements at a later point?
- o provide for a reasonable proportion of international students to obtain appropriate placement opportunities?
- o include a plan to monitor the availability of work placements on an ongoing basis?
- o articulate specific learning outcomes (degree level expectations) and co-op requirements?
- o include a commitment by the department to adequately support the program by:
 - o funding a co-op faculty representative?
 - o ensuring that an adequate number of faculty members are willing to grade work term assignments, assist in the job development process, etc.?

Will the program:

- o attract a sufficient number of students including students from outside of the Windsor-Essex region (a minimum annual intake of 20 students enrolled in the co-op component)?
- o be able to attract and sustain an adequate number of positions of good quality both inside and outside of the Windsor-Essex region?
- o provide year-round availability of students to the workplace in some manner?
- o meet the requirements for accreditation by the Canadian Association of Co-operative Education (see guidelines)?

**University of Windsor
Senate**

5.7.1: **Committee Membership – Senate Representative on the Board of Governors**

Item for: **Approval**

Forwarded by: **Senate Governance Committee**

The information below, which includes a memo, a nomination form and a senate eligibility list was emailed to current Senate members. Nominations will also be open to the floor of the February 13, 2015 Senate meeting. If you wish to nominate someone from the floor of Senate please see below for information on that nomination process.

History - University Act PR 35states:

“Four members of the teaching staff elected by and from the members of the Senate”

TO: Senate Members

DATE: January 7, 2015

RE: NOMINATION - SENATE REPRESENTATIVES ON THE BOARD OF GOVERNORS

The University of Windsor Act provides for "four members of the *teaching staff* elected by and from the members of the Senate", to sit as members on the Board of Governors of the University of Windsor. Senate members elected to the Board of Governors should be from diverse areas.

The current representatives are:

Dr. Beth Daly: Sept 1, 2012-Aug 31, 2015 (Resigned from Senate- Vacancy)

Dr. Marlys Koschinsky: Sept 1, 2012 - Aug 31, 2015 (Confirmed Senate Membership)

Dr. Antonio Rossini: Sept 1, 2013 - Aug 31, 2016 (Confirmed Senate Membership)

Dr. Katherine Quinsey: Sept 1, 2014 – Aug 31, 2017 (Confirmed Senate Membership)

As you must be a Senate member in order to represent Senate on the Board of Governors there will be an election to fill the **one** above-mentioned vacancy. As previously stated these terms are subject to membership on Senate and unexpired terms will be filled for the remainder of their terms. As per Senate bylaws you cannot serve more than six consecutive years on Senate or the Board. Please find terms, vacancies and the election process outlined below.

Please note: If you are elected to sit as a Senate representative on the Board of Governors you must leave the bargaining unit for your specified term.

Attached is a list of Senate members eligible for nomination and a nomination form.

Election Process

Nominations (signed by the nominator and the nominee) are due in the University Secretariat, Room 212 Assumption Hall, **by 12:00 noon, Wednesday, January 21, 2015**. Nominations will **also be open to the floor at the February 13, 2015 Senate meeting**. Please keep in mind that **if you are nominating someone on the floor of Senate who will not be present at the Friday, February 13, 2015 meeting, but they are on Senate eligibility list (name appearing on the attached list) you must ensure that you have a signed copy of the nomination form at the meeting, with both the nominee and nominators signatures**. The nominations garnered prior to the meeting and the nominations received on the floor of Senate will be placed on a ballot. Once nominations have ceased, **voting will take place by secret ballot at the February 13, 2015 Senate meeting**.

Thanking you in advance,
Maria

NOMINATION FORM

To: Maria Giampuzzi
Elections Manager
Room 212, Assumption Hall

Re: **Nomination - Senate Representative on the Board of Governors**

I nominate _____ to serve as Senate Representative
(Please print name)

on the Board of Governors.

SIGNATURE –
NOMINATOR

(Please print your name under your signature.)

I accept the nomination.
SIGNATURE - NOMINEE

**Nominations are due no later than 12:00 noon, Wednesday, January 21, 2015
In Room 212 Assumption Hall, Attention: Maria Giampuzzi**

**University of Windsor
Senate**

***5.7.2: Committee Membership – Senate Governance Committee**

Item for: Approval

Forwarded by: Senate Governance Committee

MOTION: That the Senate approve that Dr. Darren Stanley serve as the Faculty of Education representative on the Senate Governance Committee.