Evaluation of Economic Policy and Programs
ECON 4140/ECON7150 (Fall 2019)

August 16, 2019

Location	125 St. John's College
Time	Wednesday 7:00 – 10:00 pm (I may shift this to 6 – 9 with the permission of the class)
Instructor	Greg Mason
Office hours	This is a WebEx enabled class and virtual appointments may be arranged. Please see How We Will Communicate
Contact phone	204 474 8670
Contact e-mail	gregory.mason@umanitoba.ca (the best way to contact me)
Course website	UMLearn (All course materials appear on UMLearn for registered students.)
About me	www.gregorymason.ca

Overview

I have spent much of my academic and professional life trying to understand the contribution of public policy and programs to human wellbeing. In this course, I share my experiences in measuring the value-for-money of a wide range of public policies.

This course blends economic theory, statistics, quantitative and qualitative methods, and program evaluation in the assessment of public policy and programs. The focus is on government intervention in a mixed economy primarily because public sector policies are usually not subject to market assessment of value.

In this course, you will apply economic evaluation (cost-benefit and cost effectiveness) to assess the value-for-money of diverse public policy and programs in health, agriculture, infrastructure investment, anti-poverty measures, environment & climate change, cultural investments, urban planning, foreign aid, etc. You will increase your understanding of the economic and program evaluation methods used in government to measure the net contribution of public policy to enhancing individual and collective well-being.

Case study 1: The Canadian Child Tax Benefit is a refundable tax benefit designed to increase financial support for Canadian families. It is intended to improve the welfare of children. Does it do that? What do we mean by welfare of children? Do some families benefit more than others? Is this an efficient way to redistribute income?

Key Information
  Grading plan
  Key dates
  Due Dates
  Learning schedule
  Fine print (academic honesty, student access, etc.)

The core idea of the course

In a world of finite resources, a policy such as a tax on carbon, environmental regulation, or subsidies for day care displaces alternative approaches, *including doing nothing*. Measurement of the unique contributions of a policy must occur in relation to the value of all other approaches to reaching the goals of increased efficiency, increased effectiveness, or increased equity, or all three… they may not be mutually exclusive. This course examines the methods for assessing the value proposition of public policies.

This is not an easy course and there is work. But it will prepare you for your next career phase, whether it be graduate school or employment in industry/government. I will provide rapid feedback and opportunity to improve throughout the course.

Learning Outcomes (What you will get out of this course)

In addition to learning the technical material in this course you will:

1. Increase your ability to develop analytical approaches to the assessment of value for money in public policy through:

    – exposure to the theory and practice of cost-benefit as well as program evaluation; and

    – debate, independent research and presenting your research to your colleagues.

2. Gain a deeper understanding of a specific policy or program that interests you and/or aligns with your studies through active dialogue with your colleagues in class.

3. Develop a sound economic framework for measuring the value-for-money for a wide range of public policies and programs

4. Learn how to prepare a concise written economic plan to evaluate an existing or proposed policy/ program/public investment or a critique of a methodological or theoretical element of economic evaluation. This report will be at an academic/technical level to support further graduate study as a job paper.

> **Case study 2**: Vaccination rates for school age children are falling. Now we hear of outbreaks of measles and mumps, and not just children, but professional sports teams. How do we measure the full cost of falling vaccination rates? What is the cost-effectiveness of alternative policies to increase vaccination rates?

Since you will perform individually and as part of teams, this course will also offer the opportunity to develop group responses to an issue/problem.

Course map

The course comprises a three-hour session each week with three parts.

1. The first 50 minutes will review core concepts in a lecture and Q&A format, with questions posed to the class. Lecture notes and key questions appear on the course web site. I assume that students will review the class notes and read the relevant text materials prior to the class.

2. The second 50 minutes will feature a review of key readings. Students will take turns reviewing the readings, critiquing the readings, and presenting potential alternatives to the research method.

> **Case study 3**: Subsidising agricultural insurance is common to compensate for market failure. This is done to avoid economic losses because famers choose may not to purchase insurance. Subsidising insurance prevents farm bankruptcies and larger economic losses. Some agricultural economists dispute the need for subsidising farm insurance.

3. The final segment of the session will be a policy/methodology debate among teams formed from membership in the class.

The course has two phases.

- Phase 1, comprises the initial 6 weeks or so, and presents the core theory of economic policy/program evaluation.

- Phase 2, comprises the remainder or the course and explores economic evaluation applied to important public policies.

Learning resources

Lecture notes, articles referenced/provided and other guidance will be available on the UMLearn site for this course. All registered students have access to these materials.

Also available on the UMLearn site is guidance on paper preparation (videos on Zotero, writing in the active voice, and examples of past papers.)

It is your responsibility to lean UMLearn and how to use this to support you learning. All the course materials (lectures, videos, discussion group topics, and assignment/exam submission) occurs through this site. With a valid signUM id (registration, email, and library access) and registration in this course you have automatic access.

General instructions for using UMLearn appears at
https://universityofmanitoba.desire2learn.com/d2l/le/news/6606/130501/view

It is most helpful for you to own a device (PC/Mac/tablet) that can perform word-processing, calculations, and upload to UMLearn.

How the course assessment works

The assessment aligns with the objectives of the course. I will use a mid-term exam of 75 minutes and a final examination of 2 hours to assess your understanding of the first two objectives. All exams are open universe --- you will use your laptops to respond to the question and so will have access to the internet. The examinations will assess your knowledge of the theoretical foundation of economic policy formation and the methodology of assessing value-for-money. A paper, with two elements will assess your ability to develop a framework and to prepared an economic plan for a specific policy/program of your choice.

The final grade will use the assessment elements as follows

- o Mid-Term Exam - 15%
- o Final Exam – 20% (see below). The exams will draw from all aspects of the course. You will receive four general questions 24 hours before the exam and you will provide answers to two (with some specific addition questions.
- o Presentation: Paper Synopsis 5%
- o Paper Element 1 - 15% (See below for a review of role of the paper in your learning)
- o Presentation: Element 2 – 10%
- o Paper Element 2 - 30%
- o Class participation – 10% (using my evaluation of your participation in the presentations, discussions and teams). I will provide feedback on this at the midway point for 5% with the remaining marks assigned at the conclusion of the course.

Numerical grade conversion: A+ (>90), A (>80), B+ (>75), B (>70), C+ (>65), C (>60), D (>50), F (<50).

This is a blended course with upper year undergraduates and graduate students. I expect graduate students to show more capacity and higher levels of performance.

1. The Mid-Terms and Final Exams will be different for undergraduates and graduate students in the sense that I expect more economic and academic sophistication from graduate students. See Exams.
2. The final papers also have different parameters.

I will mark to different standards with the "pools" of undergraduate and graduate students.

My expectations for deportment

The University of Manitoba expects all staff and students to conduct themselves professionally, responsibly, and with courtesy.

Your obligations

What this means specifically for students is the following

1. Please arrive on time to the lecture portion of class. If you need to leave early, please let me know in advance

2. I expect students to read the lecture notes and papers prior to each class. Discussion and debate are critical mastering the course material. I plan to examine on the course notes, the readings, and the discussions we have in class, so plan to attend classes as much as possible.

3. Since some work will be in groups and collaboration, you may gain personal information on your colleagues such as e-mail addresses, please use this information responsibly.

4. If you make an appointment to see me in my office, please honour that or communicate with me by email that you will not or cannot attend.

5. When called upon to comment on others' word, do so respectfully and please do not interrupt others.

6. Be careful with citations and observe the basic dictum to treat other authors' intellectual property as you would wish to be treated. I always check for plagiarism.

7. The university has regulations concerning academic dishonesty. Please see the **fine print** section below.

8. The lectures/workshops are your opportunity to gain insight into the on-line material, work on your deliverables, and obtain advice. During those lectures/workshops when your colleagues are presenting as noted in the Learning Schedule, respect them as you will want them to respect you when you present.

My obligations

For my part

1. I will return feedback on submitted written material within 5 business days after a deliverable is due (Final Papers excepted).

2. I will respond to email within 8 hours between 8am and 10pm, except between Friday evening and Sunday morning, when responses might be slower.

3. My office hours will remain stable. To ensure you do not waste time, you may schedule an appointment by email.

4. You can expect me to be fair in all assessments and offer clear reasons for my marking. You always have the right to appeal. I will post the best answers to questions posed on examinations (anonymously) so that you can assess your work against the work of the best students in the class. I also have posted excellent papers from past courses so you understand my expectations.

Copyright

All material posted on UMLearn otherwise distributed for this course are copyright to me as are any and all lectures and videos. You may record lectures for your own purpose, but do not post or share them or any share other material made available for this course unless they are third party sourced (i.e., have a URL or permalink).

How we will communicate

You may contact me through university e-mail … please do not use any other email service as I ignore these messages. This is especially important for submitting papers. The university policy on email appears here.

Case study 4: Advocates of active transportation (cycling/walking) argue for increased allocation of road space to these forms of transportation. They assert that such policies provide benefits to all members of society. Is this true? How can we assess the value of increased cycling infrastructure in a city such as Winnipeg, Vancouver, Beijing?

In an emergency (the dog ate your flash memory drive 30 second before the deadline for uploading your paper to UMLearn), you may also phone me at the number on the front page… it forwards to my cell. I turn my cell off at certain times (dinner with my wife, sleeping, Friday night and Saturday, etc.) which is something we all need to do for our mental health.

I will not respond to text messages, emails from a non-university accounts, or any social media.

Please monitor your university email daily as this and UMLearn will be our primary means of communicating about this course outside the classroom.

This is a **WebEx** enabled course. You may arrange a WebEx virtual appointment where we can share files (e.g. your deliverable with comments) and discuss them online. For this you will need a laptop (PC or Mac) with an operational microphone and headset. The internal mic and speaker on most laptops will work. Please see the instructions on UMLearn. I have created 15- minute time slots during the following times:

- Wednesday 17:00 – 18:30 (I will be in my office on campus)

- Friday 09:30 – 11:00 (I will be in my office on campus)

- Sunday and Monday 18:00 – 21:00 (If no calls are scheduled by 12:00 of the day, I reserve the right to cancel the evening session.)

Note: when I am in my office, WebEx calls will take priority over drop-ins.

Collaboration

This course requires collaboration in presenting readings and discussion of key questions posed for each seminar (see UMLearn). To support this process, I may send non-private emails to the entire group that reveals all student university email addresses. Please use this information responsibly.

All communication between myself and you as a student and among students must comply with the electronic communication with student policy. (http://umanitoba.ca/admin/governance/governing_documents/community/electronic_communication_with_s tudents_policy.html). You must obtain and use your U of M email account for all communication between yourself and the university and with me.

Paper

Overview

A goal of this course is to develop skills at preparing a high-quality research paper to academic, government and industry standards. We will review how to structure a paper, develop a literature review/program profile, use reference resources to locate and organize bibliographies, and otherwise create a document to academic and industry standards. Resources exist on the UMLearn course site to support you.

Please choose whether you wish to prepare a paper under Option 1 or 2, by September 13. I will assign a topic from that attached list by September 18, *unless you send me an email with your choice*. (Do you really imagine you will choose research topics in your career with government or industry?)
The paper has two elements, corresponding to deliverables outlined in the learning schedule. The Exact nature of each element varies with the paper option you are preparing.

Option 1: Evaluation plan for an existing program

With this option you will prepare an evaluation plan of an existing program/policy, drawn from existing government/NGO interventions. These can include domestic interventions in Canada or another country or an intervention by the UN/WHO/IMF or other international agency. This should not include a program for which an evaluation exists. This paper will often benefit from input from the agency to provide additional background information.

Option 2: Critical evaluation of some theoretical aspect/issue/deficiency of economic evaluation of a public program or policy.

This paper will develop a critical evaluation of some aspect of the economic evaluation of programs/policies. This paper will suit someone with a strong economic theory and research methods background.

Both papers will present two elements

> **Case study 5**: In primary health care, it is common to advocate screening to detect cancer in its early stages. The presumption is that screening saves lives and money. Decision theory shows that this is not necessarily always the case.

Option 1
- *Element 1:* The first deliverable is a program profile that describes the origins of the program and its theory of change (the mechanism by which a policy or program is expected to effect changes in the social, economic, and biophysical, environment.)
- *Element 2:* The second deliverable will complete the evaluation plan, adding a matrix of issues/questions, and a research methodology to the program profile to form an integrated document.

Option 2
- *Element 1:* The first deliverable is a literature review that presents the theoretical context for the issue. This should describe the historical origins of the issue and why it remains an important issue/problem today.

- *Element 2:* The second deliverable will present a suggested resolution. The goal is to present an argument for one of the suggested ways one might address the aspect/issue/deficiency

Examples of excellent work, bot undergraduate and graduate from previous years appear on the UMLearn course site.

Paper Form

For Undergraduate Students. The final papers are limited to 4000 words (exclusive of references and any appendices). Each element should comprise approximately 50% of the final paper. The final paper must read as an integrated essay and not two separate documents.

For Graduate Students. The final papers are limited to 6000 words (exclusive of references and any appendices). Each element should comprise 50% of the final paper. The final paper must read as an integrated essay and not two separate documents. I expect graduate work to reflect additional sophistication.

I maintain these lengths strictly, since a goal of this course is to express an economic evaluation concisely.

Note: This course outline is about 4600 words.

For both undergraduates and graduates, I expect the theoretical and economic analysis, as well as the form (referencing, completeness of bibliography, etc.) to be at a high level reflecting the standards for undergraduate and graduate research papers/theses depending on your level.

The paper must be in APA format. Download a template here and view the videos on-line.

Paper Content

Option 1

Element 1: Context/Policy/Program description will present the rationale for the program and the theory of change (from an economic perspective). This is actually a literature review.

- What is the program theory of change (how do the policy/program outputs create the desired outcomes)?
- What economic theories support the expected result of the program/policy?
- What confounding influences may interfere/reinforce the expected outcomes?
- Describe the logic of implementation and theory of change. Why do we expect the intervention to work and what role does implementation play?

Element 2: Data collection and analysis methodology will present a plan for data collection.

- What quantitative and qualitative methods are needed to answer the questions
- How is the counterfactual defined and structured?
- What is the schedule for data collection and analysis?
- What threats exist to successful data collection and analysis and how can these be mitigated?

Option 2

Element 1: Literature review will present the theoretical foundation for the issue

- What was original formulation of the issue?
- What alternative formulations have been suggested over the years?
- What is the current best practice?

Element 2: The resolution will present your recommended practice

- What is the best option for managing this issue?
- Does this apply to all programs/policies or would one use different approaches for different problems?

Due Dates

Please see the Learning Schedule for specific due dates. Students may re-submit Element 1 to gain a higher mark. This allows you to learn my expectations. You may resubmit the final paper for a higher mark, *but you cannot just accept the track changes*. You must make substantive changes based on the comments to receive a grade upgrade.

A note on the revision process.

The revision process is common in all work. Here it is also part of the coaching process and can lead to improved grades.

Students can expect to increase their grades on Element 1 by submitting revisions based on my comments. Whether you submit a revision is entirely up to you. I will insert comments and make suggestions in track changes (in Word) and insert comments in Excel sheets.

The change in grade will depend on the nature of the revisions. For example, just making the changes I suggest, will result in no grade increment. You must make additional structural revisions based on general comments.   **Students can expect *at most* a letter grade increase from the revision process.** It is most unlikely that a deliverable will move from a "C" to an "A". Students that score an "A" are also very unlikely to move to an A+ based on my comments. A paper with an initial grade of B+ can move to an A, but never an A+. My rule for A+ work is that it needs to move well beyond the bounds of this course and teach me something I did not know **in the first submission of Element 1**.

Sample Papers

Examples of past "A" papers at the undergrad and graduate level appear on the course website

I use the following marking rubric for both paper elements:

Criteria	Mark (Out of 30)	Comments

Form (referencing, completeness of source material, referencing accuracy, and integration of hyperlinks and permalinks, etc.)	5		
Writing (use of active voice, freedom from spelling /grammar errors, logical layout and transitions, section transitions, ease of reading, etc.)	10		
Content (soundness of the evaluation method, creation of effective theory of change, evaluation matrix and data sources, and economic analysis, etc.)	15		
Total			

Important information on the submission papers

Submit your papers electronically in Word (not as a .pdf or other format) via the UMLearn assignments folder. Note the method enforces the due date and you will not be able to upload your paper after the time/date have passed Please submit the papers using the following subject lines. **I will not covert filenames into the proper format.**

Option 1&2 both Elements

ECON4140_ Program Profile _Draft_lastname_firstname.docx (or ECON7150)
 − Example: ECON4140_ Program Profile_Draft_Marx_Karl.doc
ECON4140_ Program Profile _Revised_lastname_firstname.docx

Element 2
ECON4140_Final_Paper_ lastname_firstname.doc

Exams

I will use a mid-term and final exam to assess your knowledge of the course materials.

The exams will be **open universe exam**, you may access all course materials and any Internet resource during the exam. If you keep up with the readings and participate in class, you will not need to "cram" for the exams. I am testing on your ability to apply the theory and methods learned in the course, and not to regurgitate facts.

Questions will be based on cases that I will post on UMLearn a few days in advance of the test.

The mid-term will be for 1.5 hours in class, and the final will be 2 hours in the normal examination period.

My philosophy is that grading should reflect students' ability on course exit. If you perform better on the final than the mid-term, I will base the exam component (40%) solely on the final exam mark. If your mid-term is better than the final, I will blend the two marks as presented in the course assessment.

You will access and administer the exams through the Assignment function in UMLearn. A video on the course site explains how to do this and provides a "practice" file to get this right. This means you need to bring and appliance (PC/MAC/tablet) that was Word and can upload material to UMLearn. If you do not have a notebook computer, let me know prior to the exam and I will arrange one for you. In general, your own computer will always be easier to use than an unfamiliar machine. (Note: If computer availability is a problem for many students, the exam will occur in one of the computer labs on campus.)

UMLearn is a very strict enforcer of the exam end time; you must upload your answers before the exam end-time, or UMLearn will lock you out. Smart students upload their answers throughout the exam time – the most recent version or your exam overwrites the early version.

Deliverable due dates and mark weight			
Date	Deliverable	Mark weight	Cum Mark
Sept 13	Choose Option 1 or 2 for paper. You may also choose a topic from the list or one of your own choosing or let me just assign the topic.		
Oct 2	Class presentation of your topic (1- minute elevator speech)	5	5
Oct 16	Element 1 due.	15	15
Oct 23	Mid-Term 1	15	30
Oct 26	Revised version of Element 1 due	NA	
Nov 18	Voluntary withdrawal data		
Dec 4	Paper presentation Element 2	10	35
Dec 18	Element 2 (Final Paper)	30	70
TBD	Final exam	20	85
NA	Class Participation	10	100

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Structure of the weekly seminar		
Component	Discussion	Notes
Lecture	Presentation based on slides and other material posted on UMLearn	I will not follow the slide presentation but may adjust the lecture based on current issues and personal whim. Se UMLearn for the source materials
Reading	Students will alternate in a critical presentation of recent research	See UMLearn for the assignments.
Discussion/Debate	Students become team members to prepare responses to issues in measurement and evaluation. (See UMLearn for more details)	See UMLearn for the team allocations and assignments. Teach can expect to be "on" every second week

Learning Schedule Check UMLearn for supporting materials and details for each class meeting		
Module	Date	Topic
1.	Sept 4	**Programs and policies – the economic rationale for interventions, programs and polices** In this module we will set up the course and form the discussion groups, ensuring that everyone can access UMLearn and the materials. The lecture will review the economic foundations of policies and program. **Please choose Option 1 or 2 for your paper by September 13 (via email)**
2.	Sep 11	**Creating an economic evaluation framework** The term "evaluation framework" has two senses in this course: 1) an "accounting" framework for an ex-ante cost-benefit model; and 2) an intervention map for an ex-post assessment of program effectiveness. This model compares both approaches, and presents the concept of a program profile. This module also presents the concept of a results chain in modelling an economic intervention. .
3.	Sept 18	**The cost-benefit model** This module introduces the standard cost-benefit model for ex-ante assessment of capital projects. See UMLearn for the discussion topics and key questions. **I will assign a paper topic, unless you tell me otherwise. You should start the planning immediately and identify relevant literature.**
4.	Sept 25	**Financial Foundations of Economic Evaluation** Coast benefit has rests on several financial precepts. This lecture will review core ideas such as the relationship between the cost/benefit ratio and the internal rates of return
5.	Oct 2	**Measuring and valuing economic outcomes - social welfare concepts** Lectures 4 – 7 present the cost-benefit model applied to ex-post assessment, and presents the concept of the results chain.
6.	Oct 9	**Measuring impacts and outcomes 1: Random Controls, Natural Experiments and net impact** Measuring net impact is a core challenge for economic evaluation. The Module examines the experimental approach to measuring net impact, with emphasis on the threats to validity for causal analysis using randomized designs

Learning Schedule Check UMLearn for supporting materials and details for each class meeting		
Module	Date	Topic
		Deliverable 1: Presentation of the synopsis of your paper. Students will present a three minute (1 slide) "elevator" speech on their planned paper.
7.	Oct 16	**Measuring impacts and outcomes 2: Quasi-experiments** When experiments are not feasible, can we restructure data to infer causal relationship with some certainty?
8.	Oct 23	**Measuring costs of programs and policies – opportunity costs and shadow pricing** Measuring costs are often overlooked when evaluating programs. However, assigning costs to programs presents a challenge especially for public sector programs. **Deliverable 2 Element 1 of the Paper Due** (Students will receive comments by Oct 16 and may submit a revised version by October 26 for a possible mark improvement)
	Oct 30	**Mid-term – 1.5 hours** Students will bring a laptop or other device capable of preparing a Word document and uploading to UMLearn to complete the test using UMLearn's Assignment system. Students lacking a suitable laptop will be furnished with a machine or we will write in a computer lab. **Note: If you miss an exam, the only excuse will be an original medical note signed by an MD. I also need an email in advanced of the exam to indicate your probable absence.**
		Deliverable 2: Final version of Element 1 due October Nov 1 for those who are resubmitting
9.	Nov 6	**Applications to training and education** Investments in job training and education are fundamental to public policy. Many of the most important evaluations have attempted to measure the net impact and effectiveness of investments in education and compensatory job training for social assistance recipients.
10.	Nov 20	**Applications to poverty policy – the basic income** Some interventions, specifically taxation (income and wealth) and programming that affects land use have the capacity to change income and wealth streams, creating inequity. Other investments (education) have the capacity to alter intergenerational equity. This module examines how the impact of public policies and programs may influence income and wealth distributions, and to what extent economic evaluation should measure this.
11.	Nov 27	**Evaluating health interventions** Health represents one of the most important areas of government spending. Measuring the effectiveness of health interventions represents one of the more challenging applications of evaluation.
12.	Dec 4	**Paper presentations**
	Dec 18	**Deliverable 3: Final Paper Due –** Integration of elements 1 and 2 (This date cannot change, except with written medical excuse or negotiation to have a CO with me by Dec 4.)
	TBD	**Final Exam -2 hours scheduled by registrar during regular exam period.** Students will bring a laptop or other device capable of preparing a Word document and uploading to UMLearn to complete the test using UMLearn's Assignment system. Students lacking a suitable laptop will be furnished with a machine or we will write in a computer lab**.** **If you miss the final exam due to illness/accident, please consult with the Faculty of Arts office.**

The Fine Print

Writing and Learning Support

The Academic Learning Centre (ALC) offers services that may be helpful to you throughout your academic program. Through the ALC, you can meet with a learning specialist to discuss concerns such as time management, learning strategies, and test-taking strategies. The ALC also offers peer supported study groups called Supplemental Instruction (SI) for certain courses that students have typically found difficult. In these study groups, students have opportunities to ask questions, compare notes, discuss content, solve practice problems, and develop new study strategies in a group-learning format.

You can also meet one-to-one with a writing tutor who can give you feedback at any stage of the writing process, whether you are just beginning to work on a written assignment or already have a draft. If you are interested in meeting with a writing tutor, reserve your appointment two to three days in advance of the time you would like to meet. Also, plan to meet with a writing tutor a few days before your paper is due so that you have time to work with the tutor's feedback.

These Academic Learning Centre services are free for U of M students. For more information, please visit the Academic Learning Centre website at: http://umanitoba.ca/student/academiclearning/

You can also contact the Academic Learning Centre by calling 204-480-1481 or by visiting 201 Tier Building.

University of Manitoba Libraries (UML)

As the primary contact for all research needs, your liaison librarian can play a vital role when completing academic papers and assignments. Liaisons can answer questions about managing citations, or locating appropriate resources, and will address any other concerns you may have, regarding the research process. Liaisons can be contacted by email or phone, and are also available to meet with you in-person. A complete list of liaison librarians can be found by subject: http://bit.ly/WcEbA1 or name: http://bit.ly/1tJ0bB4. In addition, general library assistance is provided in person at 19 University Libraries, located on both the Fort Garry and Bannatyne campuses, as well as in many Winnipeg hospitals. For a listing of all libraries, please consult the following: http://bit.ly/1sXe6RA. When working remotely, students can also receive help online, via the Ask-a-Librarian chat found on the Libraries' homepage:www.umanitoba.ca/libraries.

For 24/7 mental health support, contact the Mobile Crisis Service at 204- 940-1781.

Student Counselling Centre
Contact SCC if you are concerned about any aspect of your mental health, including anxiety, stress, or depression, or for help with relationships or other life concerns. SCC offers crisis services as well as individual, couple, and group counselling. *Student Counselling Centre:* http://umanitoba.ca/student/counselling/index.html

474 University Centre or S207 Medical Services (204) 474-8592

Student Support Case Management

Contact the Student Support Case Management team if you are concerned about yourself or another student and don't know where to turn. SSCM helps connect students with on and off campus resources, provides safety planning, and offers other supports, including consultation, educational workshops, and referral to the STATIS threat assessment team.

Student Support Intake Assistant http://umanitoba.ca/student/case-manager/index.html
520 University Centre
(204) 474-7423

University Health Service

Contact UHS for any medical concerns, including mental health problems. UHS offers a full range of medical services to students, including psychiatric consultation.
University Health Service http://umanitoba.ca/student/health/ 104
University Centre, Fort Garry Campus
(204) 474-8411 (Business hours or after hours/urgent calls)

Health and Wellness

Contact our Health and Wellness Educator if you are interested in information on a broad range of health topics, including physical and mental health concerns, alcohol and substance use harms, and sexual assault.

Health and Wellness Educator http://umanitoba.ca/student/health-wellness/welcome.html
Katie.Kutryk@umanitoba.ca 469
University Centre
(204) 295-9032

For comprehensive information about the full range of health and wellness resources available on campus, visit the Live Well @ UofM site:
http://umanitoba.ca/student/livewell/index.html

A notice with respect to copyright:

All students are required to respect copyright as per Canada's *Copyright Act*. Staff and students play a key role in the University's copyright compliance as we balance user rights for educational purposes with the rights of content creators from around the world. The Copyright Office provides copyright resources and support for all members of the University of Manitoba community. Visit http://umanitoba.ca/copyright for more information.

Your rights and responsibilities

As a student of the University of Manitoba you have rights and responsibilities. It is important for you to know what you can expect from the University as a student and to understand what the University expects from you. Become familiar with the policies and procedures of the University and the

regulations that are specific to your faculty, college or school.

The Academic Calendar http://umanitoba.ca/student/records/academiccalendar.html is one important source of information. View the sections *University Policies and Procedures* and *General Academic Regulations*.

While all of the information contained in these two sections is important, the following information is highlighted.

- If you have questions about your grades, talk to your instructor. There is a process for term work and final **grade appeals**. Note that you have the right to access your final examination scripts. See the Registrar's Office website for more information including appeal deadline dates and the appeal form

  http://umanitoba.ca/registrar/

- You are expected to view the General Academic Regulation section within the Academic Calendar and specifically read the **Academic Integrity** regulation. Consult the course syllabus or ask your instructor for additional information about demonstrating academic integrity in your academic work. Visit the Academic Integrity Site for tools and support http://umanitoba.ca/academicintegrity/ View the **Student Academic Misconduct** procedure for more information.

- The University is committed to a respectful work and learning environment. You have the right to be treated with respect and you are expected conduct yourself in an appropriate respectful manner. Policies governing behavior include the:

Respectful Work and Learning Environment

http://umanitoba.ca/admin/governance/governing_documents/community/23 0.html

Student Discipline
http://umanitoba.ca/admin/governance/governing_documents/students/student_discipline.html and,

Violent or Threatening Behaviour
http://umanitoba.ca/admin/governance/governing_documents/community/66 9.html

- If you experience **Sexual Assault** or know a member of the University community who has, it is important to know there is a policy that provides information about the supports available to those who disclose and outlines a process for reporting. The **Sexual Assault** policy may be found at: http://umanitoba.ca/admin/governance/governing_documents/community/23 0.html More information and resources can be found by reviewing the Sexual Assault site http://umanitoba.ca/student/sexual-assault/

- For information about rights and responsibilities regarding **Intellectual Property** view the policy

http://umanitoba.ca/admin/governance/media/Intellectual_Property_Policy_-_2013_10_01.pdf

For information on regulations that are specific to your academic program, read the section in the Academic Calendar and on the respective faculty/college/school web site http://umanitoba.ca/faculties/

Contact an **Academic Advisor** within our faculty/college or school for questions about your academic program and regulations http://umanitoba.ca/academic- advisors/

Student Advocacy

Contact Student Advocacy if you want to know more about your rights and responsibilities as a student, have questions about policies and procedures, and/or want support in dealing with academic or discipline concerns. http://umanitoba.ca/student/advocacy/
520 University Centre
204 474 7423
student_advocacy@umanitoba.ca

Potential Paper Topics

Option 1 - Evaluation plan for an existing program

(Students may propose their own policy/program for this option. Please discuss with me by September 18. Alternatively, you can just let me assign a paper.)

- Select a recently funded project (see list) by the World Bank (http://www.worldbank.org/projects) to prepare an evaluation methodology (if one does not exist) or a critical appraisal of an existing evaluation of that project.
  - Paraiba Improving Water Resources Management and Services Provision
  - Innovation in Solar Power and Hybrid Technologies
  - Angola: Commercial Agriculture Development Project
  - Burkina Faso Water Supply and Sanitation Program

- Create an economic evaluation framework for
  - Winnipeg's policy on creating a bicycle friendly city
  - The federal carbon tax after one year.
  - Any jurisdiction wishing to increase the minimum wage.
  - A subsidized shingles vaccine for seniors (those over 65)
  - Moving heavy oil (Alberta) by rail.
  - the First Peoples Economic Growth Fund.
  - Recent budget policies to assist homeownership (any jurisdiction)
  - Compulsory MMR vaccines.

Option 2 - Critical evaluation of some theoretical aspect/issue/deficiency of economic evaluation of a public program or policy

1. Is the social return on investment (SROI) a valid alternative to cost-benefit analysis?

2. Valuing time is often a large element urban transit development. What options exist for measuring the value of time for urban travellers? How do these methods account for different modes (car, bus, and cycling)?

3. The *duty to consult* is becoming an important element of natural resource development especially when comes to Indigenous populations. Does the literature on "standing" offer any insight into the nature and extent of the duty to consult?

4. How does Islamic finance change the cost-benefit model, if at all?

5. Most auto insurance companies place a specific value on the loss of life, limb or other injury. Prepare a critical analysis of these methods, and recommend a specific alternative you believe is superior and offer a rationale for your choice.

6. QALY (Quality Life Adjusted Years) is a common outcome measure used in health economics. What are the strengths and weaknesses of this approach? Is there a better option or is this the best we can do?

7. CBA uses aggregate utility to measure the relative interests of parties in an economic evaluation. This means the majority wins. Yet modern political/constitutional theory requires consideration of minority rights (see duty to consult above). Can the cost benefit model accommodate this new sensibility?